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PROCEEDINGS

OF THE

TWENTY-NINTH ANNUAL CONVENTION

OF THE

Association of Colleges and Preparatory Schools
of the Middle States and Maryland

1915

HELD UNDER THE AUSPICES OF

THE DREXEL INSTITUTE, PHILADELPHIA, PA.

FRIDAY AND SATURDAY, NOVEMBER 26th and 27th, 1915

PUBLISHED BY THE ASSOCIATION

1916

NOTICE

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The next Convention of the Association will be held at Goucher College, Baltimore, Md., November 24 and 25, 1916.

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PROCEEDINGS
OF THE
Twenty-Ninth Annual Convention

FIRST SESSION,

Friday, November 26th, at 10.15 A. M.

President CHARLES A. RICHMOND, presiding.

ADDRESS OF WELCOME.

PRESIDENT HOLLIS GODFREY, THE DREXEL INSTITUTE.

I sometimes say that we here at the Drexel Institute are engaged in only two things: first, endeavoring as best we may to get the vital thought from the mind of the teacher into the mind of the scholar; second, in determining as best we may our maximum capacity for service. Certainly it is a very great aid to us in both of these things to have such meetings as this today to help us in our work, to learn a little better how to do it, to understand a little better the trials and perplexities and the victories that come day after day and year after year in education and in the very great work of the teaching profession. For we recognize very clearly, as shown by the very design of this building, as shown by the emphasis placed on art and music and letters, together with the underlying purpose of a thorough, systematic training in technical work, we recognize very fully that education is, after all, as Spencer has it, nothing but preparation for complete living; and in complete living there is certainly one phase which we should know and which we are very glad to have all of you help us to practice, and that is the great art of hospitality. And we greatly appreciate the opportunity which you are giving us of practicing that art. I bid you all most welcome.

RESPONSE.

PRESIDENT RICHMOND.

It is a relief in these days of strife and turmoil to come to this haven of rest, this zone of twilight sleep, the City of Brotherly Love. And this Association feels that in coming to the Drexel Institute we have come to the most peaceful and hospitable place in all this peaceful and hospitable city. We know this Institute well. We know your accomplishments, we know your aims and ideals; to use a theological term, the final cause of your existence. In the highest and best sense you are an instrument of preparedness. Your business is to prepare the young people who come to you for the battle of life which every one is called to wage, and this is the business which concerns all the 193 schools and colleges represented in this Association. It is a big business we are engaged in, involving at least 75,000 of our best and most promising youth, and we must see to it that this business is carried on in no small and parsimonious spirit. In preparing these boys and girls for life we must have in mind not how we may equip them to win out for themselves but how we may strengthen and enrich them in order that they may make as large a contribution to their country and to their age as it is in them to make. Often as we are reminded of it, we hardly realize the importance and responsibility of our work. In Washington's farewell address, a message so sagacious and so full of prophetic counsel that it should be kept at hand by every public man as a kind of chart and guide, we have this passage:

"Promote then as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion it is essential that public opinion should be enlightened."

To this higher program of preparedness our schools and colleges are directing their energies. To enlighten, to teach the love of truth, to broaden sympathy, above all to inspire loyalty, for that, I believe, is the specific need of the hour. No doubt in this sinful old world of ours there will still be need to train men for defense, but the great task of our schools and colleges is—I am sure we agree—to train the armies of peace, to serve our country by sending out year by year battalions of recruits who shall take their places and do service in the age-long struggle between

ignorance and knowledge, between disease and health, between error and truth, between good and evil, between war and peace. In short, between Hell and Heaven. And having in mind this larger mission, we have come together here to discuss not so much the narrower and more technical questions which have to do with the mechanics of our profession but rather the larger questions which affect the spirit and essence of our various institutions. We have, to be sure, subjects on our program which sound strenuous if not altogether war-like, "Military Training," "Athletics," and we have on our program the names of a Major General and an old football warrior. But they are in fact both men of the most friendly disposition and, doubtless, we shall be able to conduct our discussions without having to call in the corporal's guard or the referee.

Now we are going to start this morning with a disappointment, and we shall meet it with a smile on our faces. I have a telegram from General Wood, addressed to President Godfrey, to this effect: "Unfortunately, due to official business, regret I cannot come today." I mean to write General Wood that that is a very bad beginning for national business; although I am told that he who fights and runs away will live to fight another day.

MILITARY TRAINING IN SCHOOLS AND COLLEGES.

PRESIDENT ISAAC SHARPLESS, HAVERFORD COLLEGE.

If military training simply means camp life, certainly it merits only commendation for its physical effects. I have myself spent too many days and nights under canvas during the last three decades not to appreciate that even a short experience of it makes close air impossible at any time during the twelve months of the year.

It is said that in Continental times John Adams and Benjamin Franklin were doomed to spend a night together in a small room with a little window in a New Jersey hotel. Adams closed the window tight, for he said that night air was dangerous. Franklin thought they could not have better air at that time of day than night air and opened it, but finally compromised with Adams that, after telling him a story, the window could be closed. The story was long and monotonous. Adams went to sleep and the window was left open.

An examination of apartment houses in New York on a cold night revealed the fact that practically all windows were closed, presumably not from fear of night air, but from dislike of the cold. If any device could induce the American nation to breathe fresh air every day and night through fifty-two weeks of each year the problem of tuberculosis would be solved in a generation. We cannot get it into our school system too soon.

Again, if military training means only daily regular exercise, an ordered healthy life and simple habits, it deserves well of the country. Luxury, comfort, indulgence are the goals set before them by too many youths, and worry, responsibility and excitement destroy the nerve and heart power of too many men to value lightly any agency which will steady the habits and fortify the inner energies of those who are to do the world's work in this exacting generation.

But though military training does have these salutary effects, it is doubtful if, on the whole, it is the best means of securing them. The Boy Scouts have declared against it in this country, and even their great militant leader and organizer in England does not encourage its introduction. More and more the scientific physical trainers and educators are minimizing the rigid

formal exercises of gymnasium drill whenever the free, joyous, spontaneous open-air sports can be procured. The boy needs play, zest and competition, and not simply an uninteresting movement of the muscles.

Again, military instruction has moral values. The forced attention to tasks at the time they are due, though in some cases causing a reaction afterwards, in many others results in habits which stand well in life. How purposeless are the lives of many students! How in need of discipline and trained methods and steady persistence! How the lack of these qualities shows itself so that we have to meet such jibes as that "The intellectual habits of some students may even be able to stand the strain of college life." The Oxford professors say that our Rhodes scholars have no steady ability to grind out a heavy and, in the process, uninteresting grist of mental sustenance. The West Point and Annapolis examiners throw out some three out of four candidates (coming from all the congressional districts of the United States, often sent up as the result of competition) for deficiencies, not of intelligence but of steady drill. The great fault of our whole American system is the superficial attention to the interesting, rather than the thorough mastery of the essential. If military drill can cure this, again it deserves well of the country.

But are we not again confronted with the same problem as when we considered the physical side? Can a system enforced from the outside, demanding unequivocal attention at the expense of degradation and penalty, be all that is needed? Must there not be a training which brings a response from the student?

Is military obedience the sort which our American boys need? In his noted definition of a liberal education, Professor Huxley describes the educated man as "One who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience?" Is either will or conscience educated by the military process? Is it not rather an abnegation of personality, a complete atrophy of individual sense of right or duty? If a superior officer tells you to stab your opponent through the heart with a bayonet, to shoot a noble woman engaged in the relief of suffering, to burn a city in which thousands of non-combatants reside, to ravage a country and leave the inhabitants to die by starvation, to sink a liner and all that it contains, the man obeys as a machine

obeys, without hesitation and perhaps without inner protest. Or if the protest comes he smothers it with the thought that the officer and not himself is responsible.

But one is reminded by Hosea Biglow:

"If you take a sword and draw it
And go run a fellow thro:
Government won't answer for it—
God'll send the bill to you."

The unquestioning obedience demanded by the military code is hardly the remedy which America has ever submitted to, nor will she ever submit to it, until the principles of our founders and fathers are forgotten and their spirit deserts us.

The sons of men who came over in privation and peril to find freedom of conscience will hardly submit to a national fettering of individual consciences. The sons of men who in various ways fought for the assertion that "All men are born free," will hardly allow their sons to fall victims to an education which will make them slaves in any degree, in body or spirit, to a cruel system. General military training in the schools with all that this implies, introduces into the life of the American nation an element and a principle antagonistic to those free institutions and to the democracy upon which we have always considered that our claim to a standing among the nations is securely based, and would be the beginning of a set of new national ideals and standards, which the present experience of certain European nations hardly commends to us.

If we lack, as we do, in our education certain methods and impulses which would tend to make it vigorous and efficient, if we sacrifice solid mental training for superficial knowledge of interesting items, let us in the first place *recognize the fact*, which as yet we hardly do. Let us find the remedy as we can in an education of the people to demand what is worth while rather than what is "practical" (as they often falsely express it), and in the courage of educators to stand for what they know is right, sometimes against the popular voice, not in the overturning of our most valuable and cherished traditions. Prussia has no lack of thorough training and disciplined scholars, and yet with all her militaristic ideas, she excludes military training from her schools as having no place there.

Our free speech and untrammelled thinking gives us wonderful advantages in resisting heresies by popular education. Our history is full of illustrations of governmental, economic, social and moral movements of a disastrous character which have had temporary sway and have seemed to the timid hugely portentous of evil. But before they ripened into serious dangers, education and good sense and a happy conservatism which is ours, cut them out or trimmed them into safe and wholesome instruments of progress. Our history and traditions, like our Constitution, have held us back from revolutionary experiments and have given us safe remedies for evils and safe lines of progress in harmony with our past life. So it will be in the future; there is no need of a radical uprooting of our best inheritance to cure diseases which will yield to other remedies.

If needed one could quote dozens of authorities on this subject. "Military drill seems to me one of the poorest forms of bodily exercise, very inferior to most gymnastic exercises and to all free sports," says ex-President Eliot. "My principal objection to military drill as a physical exercise," says Dr. Sargent, "is that it does not to any extent meet the physiological demands of the body." To see a green playground covered with boys at sport is the ideal of physical exercise. Supplementary to this and, unfortunately in some cases necessarily a substitute for it in large cities, is a well-considered scientific system of physical training in-doors, a system which takes into consideration individual weaknesses and needs, which embraces all that military training gives and much more, and which better prepares the body to withstand the strain of after-life.

It may have been some such arguments as these, though I did not attend the meeting, which so lately as August 27, 1915, induced the N. E. A. at Oakland, Cal., with unanimity to adopt the resolution:

"The Association deplors any attempt to militarize this country. It again declares against the establishment of compulsory military training in the schools on the ground that this is reactionary and inconsistent with American ideals and standards. The Association expresses its approval of the policy of the Boy Scouts of America in keeping the useful work free from connection with military affairs."

We have also protests from the head of the New York Public

School System and the head of the Pennsylvania Public School System, during the current year, against the introduction of military drill in the public schools. The United States Commissioner of Education has declared: "The public schools are not the place to give this training and preparation," and Professor John Dewey, speaking especially of rifle practice, says: "It is undemocratic, barbaric and scholastically wholly unwise."

But there are other reasons for the present agitation of this subject than its fitness for educational purposes and its development of the attributes of American manhood, otherwise girls as well as boys should receive its benefits. It is a part of the general policy of preparedness for actual warfare into which the present suddenly aroused sense of danger has plunged the country. And here I suppose I must part company with some who have been with me thus far. It may be that I am what is called a peace-at-any-price man, though the words do not seem to me exactly descriptive of my attitude. It is possible also that I am a "molly coddle," though there again uncertainty as to definition makes me hesitate to appropriate the honor. I confess I cannot see the near danger. There is *some* risk, as there is of an earthquake in Philadelphia. But it is a balance of small risks against certain large evils, and I am inclined to take the risks. These risks can be greatly reduced by measures which are wholly wholesome. Tell our boys that this nation must ever pride herself on her rigid and even generous enforcement of treaties, on the absence of all aggressive tendencies which seem to covet territory or commercial advantages at the expense of weaker states, on the decent and honorable treatment of foreigners within our borders, that we will not unconsciously prepare for a time when an accident of politics puts into a chair of power a man of aggressive will and militant tendencies, that the moral standards of the nation and of a man in civil society are not widely divergent, that the protection of national honor rests with ourselves, and is independent of what others may do. Can we make the ten million boys feel the full throes of a patriotism abounding in self-sacrifice for the good of humanity, can they believe that the glory of America consists not in the might of her destructive agencies, but in a leadership in good will and beneficence? Create such a national consciousness as this, which will not breed competitive armaments elsewhere which we in turn will have

to match, and the dangers of attack are vastly reduced. Take the cost of one battleship and put into the field a few thousand teachers and lecturers, such as boys like to listen to and you have no mean insurance against hostile intent. More than that, you start a movement which will pacify the world.

There is more room for confidence in justice and generosity and righteousness than we usually appreciate. Things come out better than we expect. There is an inherent strength in the right whether for individuals or nations. It is shown in our unprotected northern frontier; in the first three-quarters of a century of the history of this province, in Finland under the heel of a despotism, but which through her schools and churches keeps alive her national spirit and ideals; even in China, which we so often hear spoken of in terms of kindly contempt, but which for 5,000 years has measurably preserved her territorial integrity while many warlike nations have risen and perished.

Other considerations which readily occur to any one which reduce the risk are our geographical position, the importance of our commercial relations with all the world, the fact that Europe and Asia are exhausting their resources in men and treasures to the point of a breakdown. One begins to doubt whether our contagion of militancy has a sufficient basis to last, or rather, whether like all emotional movements, there will not follow a reaction, which will make us see a few years hence what foolish things were done in the fervor of our new departure.

It will require a very urgent cause and very large risks to excuse the introduction into our national life, through the schools, of the military ideal, from which we have been free in the past. We may thank the American spirit for the poise of many of the advocates of preparedness, including the major-general of the army. The hundred years of pacific history have permitted the growth of normal and sane views of personal and public morality, and another hundred would so crystallize them that militarism in America would be impossible. Our wars even have not succeeded in creating this military spirit, they have only temporarily strengthened it. Good has come from them, as good comes from every cataclysm. It might have come without them. Independence might have been secured without a war, as I have heard James Bryce surmise. The

possession of California and the Southwest might have come by request of the people there, as I believe historical documents prove. Slavery might have been extinguished by purchase or otherwise, and Cuba might have been freed by diplomacy if the patience of the American people had held out a little longer. But all might-have-beens are matters of speculation. Wars *have* come to us, none, however, as the result of the attack of any other nation to procure something they did not have before. They came at our invitation. I am willing to trust to the same agencies which have operated in the past, if we do our full duty, to care for us in the future, against other attacks from outside.

But if wars may not reach us the spirit of warfare is with us now in some of its most malignant forms. The European nations are baptized in suffering. They are learning its lessons, and John R. Mott, who has just been among them, tells us that never before have the men who occupy the trenches on both sides of the line been so seriously concerned about the things of the spirit. The men will be apostles of peace henceforward. But *we* are enjoying a triumphant materialism based on the instruments of human destruction that we are sending abroad. Residents of two cities which contain munitions plants have told me within a few days of the wild orgy of speculation in war stocks into which the young men and boys have plunged, and these cases are not alone. Men are openly and gaily hoping that the war will last longer, that their profits may be still further multiplied. The time of reckoning may come, will surely come to some, when the inflation will burst, as did the South Sea bubble and the lottery system of our own country a century ago. Labor troubles, the disarrangement of the old industries, the creation of a number of new millionaires of unsavory reputation, the strain of readjustment, all these are our outlook, and may be our proper chastisement. What schools and colleges should hold most dear, the triumphs of intellect, the quiet quest of truth and right, the exaltation of the spiritual over the material, are pushed aside by the wild scramble for unholy gains.

There is no heroism in this—no example to set before ambitious youths who wish to serve humanity or exalt themselves—no lessons, except those of avoidance, which we, as teachers can use to stimulate good impulses.

A few days ago a man who came from this city, after decades of quiet work in his laboratory over atomic weights and such other abstract and seemingly unpractical entities without thought of financial reward, received a just recompense in a Nobel prize. I am not a chemist, and do not know through what course the discoveries of Dr. Richards must pass or have passed in order to enter the field of industry which makes for human betterment. Nor does it matter how or when this will show itself. Such labor is the ideal of school and college effort. The triumphs of peace, not of war, are our texts, and the method of peace and justice the ideals for our boys in school.

One cannot but honor the impulse which prompts men to give up the comforts of home, the prospects of business and the satisfaction of an ordered life, and from the sense of duty or patriotism accept the risks of battle and the monotony, or worse, of trench life. It is an impulse which may well be made an inspiration to school and college youth. But these impulses exist outside the martial field. When men get together in military camps, with all the contagion of talk and action, the drill and the uniforms, this wholesome feeling for a life of service involving sacrifice and danger operates to send them into the army on the least excuse. But if the contagion could point in other directions against the enemies of humanity and not fellow beings, if other causes could be advertised and other fields of risk and usefulness pointed out, then young men who really felt the call to dangerous service, and not merely the love of adventure and the lure of glory, would enlist as good soldiers in the employ of beneficent enterprises. For, as the author of *Tom Brown* says, "There is no good for Quakers or any other body of men to uplift their voices against fighting. Human nature is too strong for them and they don't follow their own precept. Every soul of them is doing his own piece of fighting somehow and somewhere."

Give this incentive to our young men in effective measure, tell them the risks and rewards of unknown efforts for sanitation and livable conditions in the homes of the poor, of the Red Cross work on the fields of battle into which not a few Englishmen and some Americans have voluntarily gone, of the successful fight against disease of American doctors in Serbia, of the political martyrdom which a combat against corrupt agencies

not infrequently brings, of the financial loss often involved in a brave and effective public service, of the life of the missionaries apart from home and friends and physical comforts in lands abroad, and you may arouse and direct energies as potent, take risks as bravely, secure results as permanent, and fill out the measure of life as faithfully as ever soldier did on the battlefield, in a contest against men with the same fidelity to duty as himself.

As Richard Watson Gilder wrote just before his death:

'Twas said: "When roll of drum and battle's roar
Shall cease upon the earth, oh, then no more
The deed, the race, of heroes in the land."
But scarce that word was breathed when one small hand
Lifted victorious o'er a giant wrong
That had its victims crushed through ages long;
Some woman set her pale and quivering face,
Firm as a rock, against a man's disgrace;
A little child suffered in silence lest
His savage pain should wound a mother's breast;
Some quiet scholar flung his gauntlet down
And risked, in Truth's great name, the synod's frown;
A civic hero, in the calm realm of laws,
Did that which suddenly drew a world's applause;
And one to the pest his lithe young body gave
That he a thousand thousand lives might save.

It is true that some men who have preached the doctrine of peace have done it in a purely negative way, shorn of any contagious enthusiasm for active duty. Some of them have seemed to shelter themselves in safety under their consciences while others fought for them. Such an example will not go far in a community of generous youth. But there have been some who have suffered the extremes of bodily injury and ignominy rather than yield their convictions; to whom the far easier path would have been to satisfy the martial demand; who if not "too proud to fight," have been too brave to fight. If the campaign for military instruction shall induce preachers and teachers to proclaim a vigorous propaganda for patriotic and humanitarian service, full of danger and reward, for moral purposes by moral methods, it will not have been in vain.

GENERAL DISCUSSION.

DIRECTOR THOMAS BAKER, THE TOME INSTITUTE.—I am heartily in favor of providing the country with adequate means of defense. There are moral issues as well as military reasons which make it necessary for us to prepare to maintain a force commensurate with the resources and the responsibilities of our country. I will go so far as to say that I should like to see American boys in an army organized according to the Swiss system. Strict military training will give to our boys invaluable lessons in discipline which could hardly be learned in any other way.

I have, however, serious misgivings as to the possibility of combining profitably school work with the work of a soldier. One of the greatest obstacles to the successful education of boys is the incessant distraction to which they are exposed. I cannot but believe that the adding of daily military exercises to the curriculum would increase the difficulties of the schoolmaster in gaining the results for which he is striving. At the same time it is exceedingly doubtful whether what we should accomplish in a military way would be worth while.

There are, however, some things which the schools can do. We ought to teach our boys in a dispassionate manner more about our international relations. They should learn to value the opportunities for advancement in America and they should be made to feel that these opportunities are worth fighting for if necessary. Such a course should point out the economic tendencies which the United States ought to pursue in order to achieve its mission, and the dangers which might arise from a clash of interests.

The administration of our government is going to be increasingly difficult. How shall we deal with the mad theories of the reformers which are sweeping over the land? It would seem to me that clear thinking, common sense, and unselfish patriotism are necessary above all things. The schools cannot afford to allow themselves to be distracted from their main business, which should be to train their pupils sensibly and to teach them to respect discipline and to work hard.

The solution of the question of training American boys to bear arms seems to me to consist in the proper utilization of the long

vacation. At the present time the summer holiday is generally a dead waste. I believe the maintenance of summer camps for school boys either by the states or by the national government is the solution at once of the two questions. First, the development of an adequate army; and, second, the utilization of the summer period. More could be accomplished in one summer's intensive work under real army conditions than in the casual work of a four years' high school course. In the camp the conditions would be those of real soldiers; military instruction in connection with regular school studies has something artificial about it which precludes serious accomplishments. The effect upon the boy's physique, upon his character, and upon his habits would be highly beneficial. No time would be lost from his regular school work. His vacation would be highly vitalized. A boy who would pass four summers of his high school course in such a camp would become a very efficient and well-trained soldier; whereas, if he dawdled through the four years with incidental military instruction, his scholarship would suffer, and his military training would be incomplete and ineffective.

PROFESSOR WILLIAM I. HULL, SWARTHMORE COLLEGE.—I share with you the profound disappointment in the absence of General Wood, for I had hoped this morning, if ever, to hear at last some definite proposition as to just what military training means and how it should be placed in our public schools. Of course we can all of us imagine from our own boyhood days what military training, so-called, might be, or to learn to keep step in a parade or procession, if it be the shouldering of a musket, learning to manipulate it, and the like, is there any intelligent teacher who would not declare that such training is utterly inadequate for the warfare of our time? Soldiers in the field are fighting in and from intrenchments. How is it possible to get boys in our schools to learn to fight in and from intrenchments? Why, even gunpowder is going out of date; warfare of today is with shrapnel and chlorine gas. Shall we turn our school-boys into the chemical laboratory in order to teach them how adequately to take human life in the warfare of our time? We are hurling hand-grenades in these days. Are we going to teach our boys how to handle those extremely explosive things? The warfare of our time, too, we are told, is not to be fought out

by this country on the land; it is to be fought out really upon the ocean. Are they to go into training on superdreadnoughts? And perhaps even they are antiquated. Shall we teach them the arts of the submarine and the *aéroplane* fighter? What is this proposition for military training? It seems like a mere phrase.

And then again, even though we should determine what is genuinely adequate military training, it is certainly impracticable, in our high schools and colleges, with our curriculums already overcrowded; and how extremely expensive such an attempt would prove! America today is suffering tremendously from expensive experiments along military lines which have proven, the military experts tell us, to have been absolutely futile. Shall the schools and the colleges lend themselves to another extravagantly expensive and wholly futile experiment?

But above all, this proposition is, I believe, highly undesirable, even though it could be carried through. It is suggested that military training may furnish us an education with certain moral values for our boys. Surely if we teachers have not yet found in our educational system moral equivalents for war, to say nothing of moral equivalents for military training, it seems to me that we had better go out of business.

This proposition seems to me to hark back to the educational system of ancient Sparta. Sparta tried so vigorously to defend itself that finally it became not worth defending. And certainly if this American public should get down to business and adequately prepare for twentieth century warfare in its educational institutions and in its industrial life and throughout every phase of its life, it would not be worth defending.

What is there before the youth of this country? Is it a continuance in and development of American ideals of industry and education, science and art? Is it real life which we are calling upon them to face, or is it the direction of their thoughts and feelings into that old-world, mediaeval, destructive channel for which militarism stands? We teachers of history have but recently become emancipated from subservience to the drum-and-trumpet history of the past. We have determined that no other false idols shall be set up before us, but that as students and teachers of history we shall devote our study to the real things of the past in this and other nations. Certainly as teachers we

should be equally eager and solicitous concerning the future: that the boys of this republic should not become drum-and-trumpet men, but should have their minds turned into the constructive channels of life.

PRESIDENT THOMAS FELL, ST. JOHN'S COLLEGE, ANNAPOLIS.—I have come to present the other view. I take it for granted that there are a certain number of United States citizens who recognize the necessity for being prepared in case of war. Our government has recognized that feeling and we know that the Secretary of War has presented to the President of the United States a scheme which he has endorsed and which he proposes to lay before Congress. This scheme is somewhat elaborate. It provides for an increase of the regular army and it also provides for what is termed a reserve or continental army which will actually be called on in times of emergency. How are these forces to be provided?

Naturally the first question that arises is where are we to get the officers, the men who will instruct and the men who will lead these forces? At the present time the army consists of about 60,000 men, and we find that West Point is unable to provide officers for the proper equipment of this army. If the army is to be increased, say, to 100,000 men, it means that there will have to be almost a double supply of officers. It is suggested, on the one hand, that we enlarge West Point. It costs the government about \$10,000 to put an officer out in the field through this channel. Say that there are 600 students now at West Point; if that number were doubled it would require a tremendous outlay on the part of the government to equip them as officers. And so the government naturally turns to the schools, already marked out as sources from which they can obtain their officers, and attention first of all is directed to what are termed the land grant colleges. These land grant colleges are required to give instruction in military tactics, and receive a very large subsidy from the federal government in order to enable them to carry out that branch of their instruction. However, it often happens that the instruction given at these institutions is very slight. The tendency on the part of these land grant colleges is to give the minimum of instruction required to enable them to receive their subsidy.

In addition to these land grant colleges, of which there are about fifty, there are about fifty-one schools and colleges at which a military officer is detailed in order to give military instruction, the large proportion of these fifty-one being preparatory schools. And so the government, looking into the possibility of getting officers for furnishing this extended or increased army, is considering by what means and by what methods it can get a better output from these hundred institutions, which in a measure recognize the fact that military training is not a good thing for the students.

Now I want to give you a little bit of the experience of St. John's College. When I went to St. John's College we had there only slight military training and I personally was opposed to any increase in the amount of military training at the college, for many reasons. And yet after all it crept in, and grew, until now the college is absolutely under military control and military discipline in all its branches.

Before that point was reached, however, I had, as the administrator of the institution, to meet all manner of difficulties. Six years ago five members of my faculty resigned in a group and said they were not able to do their work satisfactorily, that owing to the time taken up by the athletics on the one hand and military drill on the other, their work was more or less neglected. We let them go. Now the faculty are recognizing the fact that by keeping the men steadily at their work and by inculcating regular habits of attention we are getting very much better work done throughout the institution.

It has been said by Dr. Sharpless that the exercise from military drill is not nearly as effective as when young men go out and engage in general athletics. We allow the young men to play football and basketball and baseball and all such sports, but there is a large proportion of students who never will take part in such games. With this one-hour drill that we have, however, all the men take active exercise. It is not merely marching up and down with a gun; they go through Butt's Manual while the band is playing, and the exercise in the open air does them an immense amount of good in setting them up and giving them physical energy.

Now what is the result of it all? I do not see, although I had the impression that it might, that it creates the spirit of

militarism in the minds of those young men. When they graduate they are well set up, they are men that have learned to govern themselves, they have learned to control others, they have learned to have a right judgment in regard to men and their relations one to another; and so far from going into the army and military pursuits they go into law, medicine and the ministry just as any other men do. I think they go out better equipped as a result of their training in careful systems of order and organization.

PRINCIPAL WALTER W. HAVILAND, FRIENDS' SELECT SCHOOL, PHILADELPHIA.—It seems to me that we ought to take plenty of time to consider this question of military training from every point of view, and not allow ourselves to be stampeded by the enthusiasts whose minds are obsessed by the idea of immediate military preparedness. The European victor has quite a number of things to do yet before he comes over here. We have time to do a lot of thinking, before we make our preparations. If we do *enough thinking*, I believe we shall decide on a very different line of preparation from that advocated by our military friends. The trouble is that it is easier to get 100 men to fight than to get one man to think.

It is my strong impression that the introduction of military training into our schools would prove to be a mistake even from the point of view of those who are set on training the whole body of citizens up into a promptly available and efficient soldiery in case of war. The soldier's calling is really a profession, and specialized professional training ought not to begin until after the foundations have been securely laid. The nations today that are recognized as having the most efficient armies, including Germany, do not begin formal military training until boys are through school. It is no uncommon experience that the irksomeness of too early drill makes the boy hate and avoid rigorous training later. Training worth while for military purposes needs a sterner sort of discipline and more time than our schools ought to give.

We want for all our boys a more all around physical development than the military drill produces; we want in our schools, not the autocratic military discipline which tends to uniformity of type, but rather democratic freedom, which gives the greatest possible room for individual initiative and action. However, the

worst thing about military training for our boys, as I see it, is that it implies that the final appeal for nations, if not for individuals, must be to force. It lays so much more emphasis on "military preparedness" than on dependence upon moral and spiritual forces, that the latter will be ignored, and men will go on trusting to guns and to knowing how to use them.

The time is coming when it will be criminal to imbue our children with the idea that international wars are inevitable and that a chief end in education is to be prepared to wage them. By this I mean what Dr. John Finley so well said in his fine address at Kingston, N. Y., a little over two months ago. His words were: "I think we ought not to make that which implies a perpetuation of international hatreds and brutish warfare a purposeful feature of the education of our children." I quote also an English schoolmaster: "What our schools exist for is to make impossible in the future the spirit that leads to war."

The way to do this is to arouse in our children a deeper passion, a higher loyalty, than that narrow nationalism which we call patriotism—enthusiasm for humanity. We want to develop what President Butler has finely called "the international mind." We want to spread such ideas as that of Senator Hoar when he said he hoped he "should never so act as to place his country's interests above his country's honor."

I believe the real patriot today is not the man who is clamoring for a bigger army and a bigger navy; not the man who shouts until he is hoarse for his nation's rights; not the man who pours contempt on mollicoddles; not the man who demands "preparedness" in everything from super-dreadnoughts to school boys; no, the real patriot is the man who strives to make his citizenship the expression of his religion, if his religion means to him the highest and best he knows, the service of his ideal. I confess I so believe in the teachings and spirit of Jesus Christ, the Master Teacher of all mankind, as the practical solution of human problems and the remedy for human ills, that I think the time has come for the Christian schools of the United States not to establish military training, but to assert their belief in the supremacy of spiritual and moral forces over all else in the universe.

Why shouldn't we teach in our schools, as a practical means of preparedness against future wars, that the same standards of moral conduct must apply between nations as between individuals?

Why are we not ready to stand for the principle that to give justice is far more important for us than to get justice, and that to manifest an imperturbable good will, even to our enemies, is surer to win victories than fleets of submarines and airships?

It is primarily because I believe that faith, national as well as individual faith, in the power of unseen forces—justice, righteousness, goodwill, brotherhood—must be developed above everything else in our children, that I am unalterably opposed to military training in our schools.

GEORGE F. STRADLING, NORTHEAST HIGH SCHOOL, PHILADELPHIA.—I should like to direct your attention to a very interesting experiment made in the high schools of the State of Wyoming. Some five years ago Lieutenant Edgar Z. Steever, First Lieutenant of the Eleventh United States Infantry, introduced military training in the high school of a city, from which it has spread to the entire state. Among the things in which the high school students are there trained are: Drill, wall scaling, plainscraft, home and camp sanitation, first aid to the injured, military order writing, scouting and patrolling, individual rifle shooting, field firing, fire direction, fire control, fire discipline, military setting up exercises, and calisthenics. This has been so notably a success that last August the Governor of the State of Wyoming sent a letter to Governor Carlson, of Colorado, directing his attention to this very interesting experiment. He says:

"In this semi-military cadet and citizenship organization the military is subordinate to the calisthenic and moral elements. Yet the boys do learn the rudiments of drill and how to shoot. Above all, Lieutenant Steever teaches the boys to be clean-minded, high-minded, courteous, kind, gentle, honorable and dutiful—all those requisites of twentieth century chivalry."

Now the Governor puts aside the toga and becomes the father and says:

"My own boy has had a year of this instruction, and so fascinating has it been to him that I have hardly been able to persuade him to leave high school for an Exeter course."

Lieutenant Steever writes to me, "I have given up the idea of making all the students join a compulsory organization. I started out with that idea five years ago. The idea rocked the boat so dangerously that I threw it out and overboard, and have but

once since essayed the idea, and again had trouble; instead of a compulsory lockstep, we have developed a system of military athletics that is so fascinating, so interesting to the boys and the girls of the high school, that belonging to our cadets is considered a greater privilege and honor than to be a member of a championship football team. I am not given to exaggeration, and I mean exactly what I say when I tell you that our cadets with their indoor military tournaments have practically run basketball out of the state. They have taken the interest from the football teams and made football look like thirty cents.

During the indoor drill seasons from September 1st to March 1st every drill is topped off with wall scaling competitions. The boys at their regular drills get, first, their close order drill, and, second, their wall scaling. . . . I am very frank to say that were it not for the wall scaling we would have no cadets. The boys soon get tired of the old-fashioned lockstep, close order drill, and personally I do not blame them one solitary bit."

It seems to me that here in this western city they have solved several problems that have been suggested as difficulties in the way of introducing military training in our high schools.

PRINCIPAL JAMES SULLIVAN, BROOKLYN BOYS' HIGH SCHOOL.—My only excuse for being here is that I was in England and Ireland during the opening of this war last year, and I hope that our country will never be found in the predicament in which those countries found themselves when the war opened. England had always lived with the opinion that it would never be called upon for military service on the continent. But the Englishman found his moral obligations so great that he had to go over and we may find that our moral obligations are so great that we shall have to go to war somewhere at some future time.

In the high school it is perfectly possible to do something in the way of rubbing off the greenness, so that when we get those million men overnight that our ex-Secretary of War speaks of, the ordinary man will be able to take his place without undue time given to preparation. It is all right to believe in peace, but how can we keep the peace when we have a belligerent nation armed to the teeth and anxious to fly at us on every provocation?

In the first place, the main thing for a soldier is to learn how to shoot and shoot straight. In spite of the fact that shrapnel

does play an important part, more men are being killed by actual shooting than by shrapnel.

We have in some of our high schools two special subtarget guns. I cannot go into the details, but suffice it to say that the practice on them does give these boys remarkable accuracy when they are taken out to practice. The second thing we do is to give training in first aid to the injured. This is done through the medium of First Aid Clubs. As for the manual of arms, that has been the basis of our tactics in the gymnasium. And if you could have been in England and Ireland last summer and observed the helplessness of every Englishman in the way of doing anything toward handling himself in a group, you would see how essential it is that some instruction be given here.

The fourth thing, and the most difficult of any training that takes place, is the handling of one's self in the field. If one knows anything about the history of the Spanish-American War he knows that thousands upon thousands of lives were sacrificed to the absolute ignorance of men who had no experience in even the elemental principles of field life.

Of course this work in the school has to be supplemented by some sort of military camp work. The Boy Scout movement is not perhaps sufficient for this, but some of our young men have gone up to Plattsburg and on their return have most graphically described the work to the rest of the school. A great deal in the way of showing the practical application of work in the trenches can also be illustrated by the use of the moving picture machine in the auditorium.

We do not pretend to turn out the experienced soldier and we do not grant that because we give this elementary military training we are opponents of peace. I was brought up in the army, I lived in a garrison; and yet I hated war like my father's father and uncles before me. I dislike the uniform, do not think it necessary to have anything to do with it. I think, however, that we can well preach peace in the schools but still feel that we ought to be prepared. We can all go in citizens' clothes; we do not have to wear a uniform or magnify our dress unduly to have the real rudiments and fundamentals of a military training.

MISS LAURA GARRETT, NEW YORK.—Mr. Chairman, as a woman I ask for one word. There is no woman on the platform and

only two gentlemen who have spoken mentioned the fact that there were girls in the school. If military training be very good for the health of boys it ought to be very good for the health of girls. I think that the women of Europe are suffering because military training has existed throughout so many countries in Europe, not because they did not have it. I ask as a woman that we consider women in dealing with the boys and girls in our schools and colleges, and do some training for great constructive civic and social responsibilities, instead of training our boys to prepare for murder.

PRINCIPAL JAMES M. GREEN, TRENTON STATE NORMAL SCHOOL AT TRENTON, N. J.—Militarism as discussed here does not seem to me to be the matter of most concern to our country. It is competitive armament that gives most solicitude.

If military training merely meant calisthenics, or learning to sleep out of doors, it would be all right for the schools.

Militarism in any real sense is a farce unless it is competitive armament, and that is what the leading advocates of military preparation want.

They say we must have a navy large enough to defeat any other navy in the world, and must have an army equally strong. If competitive armament is implied we can at once appreciate the seriousness of the proposition—it is without end.

There is another element to this discussion that seems not sufficiently emphasized—the wonderful—accomplishments in this country through the courts.

Note the different conditions of the Old World, where a ruler has an army to support him, and flies at once to the army to compel any one who differs with him to agreement. Compare conditions there with what we have accomplished in this country through the courts. See the cases with millions and millions of dollars involved that are settled without fighting at all. Unless we emphasize that in our teaching it is not appreciated. Those of us who know something of what it has meant to pass from the days of dueling in this country to our present reference of disputes to our courts know something of what that means. I should therefore like to see two things brought out: what the courts and means of arbitration have done; and what competitive armament will do.

SECOND SESSION

Friday, November 26, at 2 P. M.

ATHLETICS IN SCHOOLS AND COLLEGES.

DR. D. A. SARGENT, HARVARD UNIVERSITY.

This is a large subject to attempt to cover in a twenty or thirty minute paper, and I hardly know what phase of it to discuss at this meeting. I am especially perplexed after reading President Foster's article on "An Indictment of Intercollegiate Athletics," recently published in the November Atlantic Monthly. He has hit the whole subject such a stunning blow that I feel if athletics have any friends it is time for them to assert themselves and explain if they can how present conditions have arisen, and then see if there is any way out of the difficulty.

An athlete (from the Greek words "athlos" a contest and "athlon" the prize of a contest) was a contender for victory in athletic games. A gymnast in the original Greek sense was a trainer of athletes, and a gymnasium an athletic school or the place where athletic exercises were practiced.

In considering the general subject of athletics let us keep these original definitions in mind. It is a significant fact that the earliest records that we have of any systematic attempt to improve the body by physical exercise shows that it was in preparation for combat or for battle. The very word exercise derived from the Latin word *exercitium* referred to the physical training required of the Roman soldiers and horsemen in preparation for the arduous duties of the war. Long before this period, however, savage tribes as well as enlightened nations had practiced assiduously those physical activities that tended to make them strong and enduring as well as more skillful in the use of their weapons of offence and defence. Most all of the light and heavy apparatus used in our gymnasiums today have played their part in training soldiers for the battle field. And the origin of many of our athletic sports may be traced to their supposed resemblance to serious personal conflict.

The Egyptians, the Persians and the Greeks were among the

first peoples to observe the medical and educational value of the physical activities first used as a preparation for war. Under the guiding and restraining influence of such men as Herodicus, Hippocrates, Galen, Aristotle and Plato the Greeks evolved the finest system of physical training the world has ever known. Herodicus and Galen, both practical gymnasts as well as physicians, saw that the exercises and physical treatment that made the would-be soldier so hardy and vigorous, could be made equally beneficial to the weak and infirm, if given judiciously and in moderation. Plato and Aristotle (the former a competing athlete) also saw the application of many of the athletic activities of the soldier to the education and training of youth.

The medical gymnasiarches and the philosophers early saw the harmonious relations that must necessarily exist between mind and body in order to have health, and they also saw the necessity of establishing other ideals in the minds of youth than those of the Spartans. Health, wholeness, soundness and physical perfection for its own sake—a beautiful form, symmetrical proportions and a harmonious development were ideals which the better class of Greek youth were constantly urged to strive for.

The Greek gymnasia were developed largely with the military, the medical, the educational or the athletic aims in view. These different phases of Greek education have furnished the inspiration as well as the practical guide for succeeding generations. It seems to me that few observations on the experiences of the Greeks who lived with the subject for 1,200 years may be of the greatest importance to us at the present time. We are consciously or unconsciously following the same trend in the development of our athletics that they did and we are meeting with the same problems and contending with the same evils.

Military gymnastics were practiced most rigidly and persistently by the Spartans, who prohibited their youth from entering any of the athletic games and contests on the ground that these sports unfitted them for military service. This is very much the same attitude that the Swedes have taken for a long time as a nation, and that the surgeon general of the United States Navy took a few years ago in his annual report.

The medical or the valetudinarian school of gymnastics originated with Herodicus, a contemporary of Socrates, whom Plato called a "gymnastic sophist" because he corrupted athletics

with his elaborate rules and effeminate notions in regard to eating, drinking, etc. Other writers, however, regard Herodicus as the father of scientific and medical gymnastics, as applied to the preservation of health and the cure of disease.

Galen was the author of the first book on health that set forth the scientific principles of physical training. His essay on "Exercise with the Small Ball" is a classic, and may be said to have led to the use of all sorts of balls and ball games as a means of physical training and mental and bodily development. Galen was appointed a physician at the school of gladiators at Alexandria, and it is interesting to note that the most approved methods of conditioning men used by the modern trainer were first advocated and applied by Galen. Later in his life he became a most bitter opponent of all sorts of professional athletics.

Between the hard and brutal tactics of the Spartans, the valetudinarian methods of Herodicus, and the exaggerated training of the gladiators there was a middle course which the wisest and best of the Greeks tried to pursue. This was a course in all round gymnastics. As Greece was continually in a state of war, every citizen felt in duty bound to prepare himself physically for the ordeal, and all citizens were in training from the age of 16 to 45. According to Professor Gardiner, for whose translations I am indebted for many of the statements quoted in this paper, these exercises consisted largely of supervised drills of squads and groups, with the halteres used as dumb-bells, the different blows in boxing, the breaks and holds in wrestling, riding and a variety of dances. The preliminary instruction in running, jumping, ball playing and gymnasium plays and games, were given to youth from 7 to 16. Many of these exercises admitted of being taught to classes to the accompaniment of music. The Greeks were expert swimmers and rowers, but no mention is made of special instructors for these exercises as in ball playing, wrestling, boxing, riding and many other sports.

The form in which all exercises were executed received great attention from the Greeks, and their appreciation of the grace, beauty and harmony of the body in motion was as keen as it was of the body in repose. The main object of their gymnastics was to attain physical perfection as nearly as the human organism would admit of it.

The dominating influence of this ideal is seen even in their

pursuit of athletic contests which were practiced first as a means of trying out or testing their gymnastic training. But athletics like the running jump or throwing the discus have no interest in themselves after the trick has been learned, as they are too restricted in their range of movement. Competition was necessary to give zest to these events, and thus exercises which were first taught as gymnastics became athletic when selected for a contest.

Here again we see the efforts of the wisest among the Greeks to hold these contests in check. Realizing that the practice of single athletic events tends to produce a one-sided development, both Aristotle and Plato were much in favor of the adoption of the pentathlon as the chief athletic contest. This, be it remembered, consisted of a combined competition in five events, running, jumping, throwing the discus, throwing the javelin and wrestling. These five events were, at one time, representative of the whole physical training of the Greeks, and the pentathlete was the typical product of that training. "Inferior to the specialized athlete in his special event, he was superior to him in general development, in that harmonious union of strength and activity which produces perfect physical beauty; and this beauty of the pentathlete won him the special commendation of thinkers such as Aristotle, who condemned all exaggerated or one-sided development."

With the decline of interest in the pentathlon, and the increase of specialization, came the multiplication of athletic events, the employment of special instructors, trainers, rubbers, etc., and the worst forms of professionalism. Athletic sports and festivals grew to be great national affairs, drawing together immense crowds of people and exerting great social and political influence. Hero worship, the desire to become champion athletes and the awards following this distinction led many a youth to devote his whole time and energy to this attainment. This was the beginning of the decline in Greek sports. Athletics were pursued no longer as part of an educational course in gymnastic training, but as ends in themselves to which everything else was sacrificed.

We have inherited our methods of physical training from the Greeks through the English and the Germans. The Germans in their system of gymnastics have adhered very closely to the educational standards of the Greeks, dealing with their youth in groups, classes and masses, using different athletic events as part of their system of physical training and, until recent years,

discouraging all attempts at specialization. On the other hand England has almost ignored the gymnastic side of Greek education, and has followed a highly specialized system of athletic sports. In 1908 at the Olympic games in London, England produced more champion athletes in special athletic events than any other nation. At the same time Germany, Sweden and Switzerland could have shown many more well trained men per thousand of their population on account of their admirable systems of gymnastics. England's greatest contribution to physical training is her admirable system of school boy games like football, cricket, hockey, etc. These games promote alertness, quickness of perception, perseverance, self-control, loyalty to leaders, etc., but are inferior to all-round gymnastics and athletics from a developmental point of view.

In America we have modelled our methods in gymnastics largely after the Germans and the Swedes, and our athletic sports and games after the English and Scotch, making only a few original contributions, for example, lacrosse. Our gymnasiums have undergone a process of evolution in a single century not unlike that of the Greeks. Beginning with a simple playstead on the school common or village green, "where slights of art and feats of strength went round," then following with a simple wooden frame work from which ropes, ladders, poles, rings, bars, etc., were suspended, we have come to the elaborate structures erected during the past few years costing in some instances several hundred thousand dollars. Every improvement in the modern gymnasium has added to its extended use and serviceableness as a place for physical training.

Dr. Jarvis, in his "Physiology," published in 1865, states that "The students of Cambridge in 1826 complained that they were fatigued and sometimes overcome, rather than invigorated at the gymnasium, and were unfit for study for some hours afterwards." Up to 1878 the gymnasiums in America were little used except by athletes and strong men. The crying need at that time was for improvements in the old style apparatus that would make it readily adaptable to the requirements of beginners, and a set of developing appliances so constructed that they could affect all parts of the body and be easily adjusted to the strength of the strong or the weakness of the weak. Then there was a further need of a large main hall or room for classes to exercise

together at one time, and special rooms where boxing, wrestling, fencing, baseball, rowing, etc., could be taught. Such a building and such an equipment as were most desired at that time were met in the Hemenway Gymnasium when it was completed in 1879.

The new building and equipment met at once the wants of a large class of students to whom the old fashioned gymnasium had remained a closed book. Every one could find something that he could do with profit to himself, if he only cared to do it. During the first ten years the daily attendance, under a voluntary system, ranged from five to seven hundred. During the nineties the attendance rose to over eight hundred a day, and some days there were fully four hundred in the gymnasium at the same time. This led to inevitable over-crowding and inconvenience, as too many men wanted the same room or the same apparatus at the same hours. The final result was the withdrawal of the athletic teams and their candidates to the River and Soldiers Field, where two large boat houses, a locker building, and a baseball building had been erected to house them.

I have given this brief history of the growth and expansion of the Hemenway Gymnasium in order to show the trend and direction of the development of physical education in one of our large universities during the past thirty-five years. It is perhaps typical of what has been going on throughout the country during the same period.

If attendance at the gymnasium is required, a simple dumb bell drill or a wand drill may be given to class after class for six or eight hours a day. In this way the largest possible number may be accommodated on the most economical basis. But it is inconceivable that all the boys in any school or college should want to take the same exercise, or that it could be made equally beneficial to them. Here the physical director encounters the difficulty that confronted the master of the ungraded school and the president of a country college early in the last century. To meet the various needs of different pupils and to awaken their interest, which is of the first importance in any branch of education, a great variety of subjects must be presented and many options must be allowed. This adds enormously to the expense of conducting exercises in physical training as it does to have a large number of elective studies in school or college.

Few institutions have felt able to meet this increased expense.

For this reason many have looked upon a voluntary system of athletic sports and games with a great degree of leniency if not with positive favor. These sports are paid for by contributions from the undergraduates or graduates and their friends or the sale of tickets for public performances. Of late years many institutions have decided to make their athletic sports and games self-supporting by relying altogether upon the gate receipts.

Here is where the evil begins. The moment we rely upon gate receipts to meet expenses we enter a vicious circle from which it is difficult to escape. In order to draw large gate receipts, it is necessary to have superior athletic teams; in order to have superior teams it is necessary to have superior players and expensive coaches and trainers, that games may be won and final championships assured. Moreover the weak candidates must be eliminated from the strong and those who are most fit must be made more fit. The man who can pitch, catch, throw, run, jump, kick or row better than another is the man of the hour and the whole student body accepts the verdict without a murmur. As victory is the thing desired above all others the highest degree of specialization must be encouraged. This is the law of progress from which there is no retreat after having started out with championship prospects in view. The whole school or college feels that the reputation of the institution is at stake, and everyone must contribute in some way, however indirectly, to bring victory to the athletic teams.

Of the correlated evils of hero worship, publicity, excessive advertising, hiring players, hypocrisy and deceit, etc., dwelt upon by President Foster I will not speak. Nor will I say anything of the mental, moral or psychological aspect of this great subject. My chief concern is with the 90 per cent. of our school and college youth who never get on to the firing line of publicity. What is this great popular wave of interest in athletics doing for them—or in other words what are athletics doing for those who need their invigorating influence most?

As might be supposed every normal boy upon entering school or college is fired with the ambition to join some athletic teams and participate in the joy and excitement of a contest. As we have seen, if he goes out to try as a candidate for a team he is soon eliminated in favor of the survival of the fittest. There is very little chance for him to get into any of the major sports,

as there are only a few of them and the number of men that make up the teams is necessarily limited. He may try for a position on one of the teams for minor sports, if there are any in the school, but, failing to find any to his choice, he either takes his exercise by proxy while sitting on the benches and watching the others, or gives up interest in all forms of athletics, or goes back to the less exciting regular routine work of the gymnasium. In this respect I am happy to state that the best work done in physical training at Harvard today is done by two or three hundred students who take the regular class work in light gymnastics two, three or four times a week from the 1st of October to the 19th of April.

But now that athletics have been relieved largely of their viciousness, I am a great believer in these spirited contests for all, for the weak kneed and the spineless as well as the hardy and enduring, but they must be regulated athletics in which they can actually take part, and experience the real joy of contending with worthy opponents. It is the proud boast of one of the English schools, Eton I think, that they have playgrounds large enough for all their boys to play all their games at the same time. This is the crying need of most of our schools and colleges in America today. What we want is not more of the intense and highly concentrated sports in which the few elect take part and the multitude look on, but more of the less exciting and more widely diffused sports and games, like volley ball, in which the many may take part and only the few care to look on.

To accommodate this larger class of students, a greater variety of sports must be introduced into the athletic curriculum, and more extended facilities must be provided for participating in them. In other words, we must extend the function of the gymnasium, as of old, so that it will embrace running, jumping, boxing, wrestling, fencing, dancing, swimming, tennis, handball, etc., as part of the system of instruction in physical training. This system should be further extended so as to encourage the student athletic associations in increasing the number of minor sports, and furnishing more instructors to look after them. Many institutions are already pursuing this method with excellent results.

"Yes, but it costs money," I think I hear some of you say. True, but it also affords legitimate grounds for expending some

of the surplus money received in gate receipts. The total amount of money taken in for football games in which the Yale team participated during the past season, according to published reports, was \$231,500. The late President Harper was of the opinion that the only way to abolish the money evils connected with athletics was to have a large endowment fund to defray expenses and admit to public meets by invitation only. When it is considered that it would require the interest on about two and one half million dollars to meet the annual expenses of the Harvard Athletic Association in conducting their sports, it will be seen that the problem of raising this amount by subscription is not an easy one. While the attempt to distribute fifty to one hundred thousand invitations judiciously and without giving offense to some would-be friend of the institution would be more difficult still.

I must confess that I do not share the fear of the utterly demoralizing effect of large gate receipts, that so troubles many of my colleagues, though I admit that there are some dangers. The institution, for obvious reasons, can not consistently become a partner in this business proposition. But, inasmuch as the reputation of the institution is a large contributing factor in drawing the public to see the athletic achievements of its students, it would seem to be no more than reasonable to expect that some share of the gate receipts should go to the annual enlargement and permanent betterment of the physical training and athletic plant. Moreover, inasmuch as the very nature of these spectacles that draw the large crowds tends to eliminate the average student from actively participating in them, though they remind him of his needs and deficiencies, would it be unreasonable to expect that some portion of the gate receipts be devoted to his own physical improvement? Or in other words, inasmuch as 90 per cent. of the pupils in our schools and colleges get nothing but excitement or amusement from these popular spectacles which the public supports, why should not a liberal share of the receipts from these spectacles be used towards the athletic instruction of all the pupils. Such instruction is an essential part of a young man's education that the public have a right to expect.

This is the kind of professionalism that needs to be encouraged. Although the administration of educational problems is not the particular job of the college student, I am pleased to state that the athletic authorities at Harvard, Yale, Princeton and some

other colleges are alive to their duties in this matter, and now use a portion of the gate receipts every year to add to permanent improvements and meet the expense of conducting the minor sports, open to all students who can qualify for them.

The principal objection to amateur or voluntary instructors is, that for obvious reasons, they all want to coach the candidates for the university teams, and leave the novices to the regular paid instructors. Most school and college instructors would probably prefer to teach the bright pupils rather than the "ostecephalites"—but if the latter were entirely neglected I fear there would soon be some vacancies in the teaching staff. In athletics

ATHLETIC CERTIFICATES 1914-1915

	Total number of certificates granted	Certificates granted to the same man for the same sport both spring and fall.	Number of certificates granted after subtracting duplicates in the same sport.
University Foot Ball .	87		87
Class Foot Ball . . .	70		70
University Crew . .	53	18	35
Class Crew	286	78	208
University Base Ball .	38		38
Class Base Ball . . .	37		37
University Track . .	204	63	141
Class Track	134	39	95
University Lacrosse .	68	18	50
Class Lacrosse . . .	21	2	19
University Hockey . .	71		71
Class Hockey	56		56
University Soccer . .	31		31
Class Soccer	19		19
University Swimming	16		16
Class Swimming . .	6		6
University Wrestling .	8		8
University Fencing .	5		5
University Gymnastics	23		23
Total	1233	218	1015

or gymnastics as in other branches of instruction we must look to the paid instructors for hard, grinding service. During the year 1914-15 at Harvard University 1,233 certificates were granted by the Director of the Gymnasium for permission to enter as contestants in one or two of some twenty different branches of athletic sports. As some 218 of these certificates were granted to the same men for the same sport in the spring and fall, and many men entered two or more sports, there were probably about 800 men who made serious attempts to get places on the different athletic teams.

This number of students participating even in the minor sports is being continually cut down until only the competing teams and their substitutes remain. The list, however, does not include the many who try for the different teams and do not qualify, or the hundreds who play tennis, handball, walk, run, ride, row or attend the gymnasium occasionally for their own pleasure or improvement.

Even in the most popular of the organized sports it is very difficult to keep students interested after the regular teams and substitutes have been selected. In fact the greatest problem the physical director has to meet is how to keep the various classes of students interested in some forms of physical activity, be they termed gymnastics, athletics or aquatics. We saw that in early times continuous preparation for war furnished the prime motive, then the exactions of an all-round education and the desire for physical perfection for its own sake, and later the joy and exhilaration of participating in athletic contests with a multitude of fair women and brave men looking on.

In my opinion these motives sink into insignificance compared to those that confront a young man at the present day. The most important are, first, the possibility of increasing one's powers of resistance against the invasion of disease; second, the ability to gain a good footing in the business or professional world, and to enter all of life's games, struggles and contests without fear of failure or physical bankruptcy; third, the acquirement of that abounding vigor and tireless energy that will enable him to continue the fight for high ideals when his weaker though perhaps more intelligent brother has wearied of the conflict and left the field.

I fear, however, that our present student population may think

these serious motives require too great a strain on their good intentions. Poor human nature! Few of us have learned that most valuable lesson in life to which Huxley refers; i. e., to do the thing that is to be done, when it is to be done, whether we feel like it or not. Most of us wait for the stimulus of necessity—and the only necessity that appeals to all the school and college youth are the requirements of the faculty and the governing boards. Increase in every way the attractiveness and effectiveness of the athletic fields and gymnasium. Add to the administrative force more paid instructors and assistants if necessary—then make some course in physical training an integral part of the regular school or college curriculum, and subject it to the same tests and exact the same standards. If attendance at chapel or recitation halls is required, require attendance at the gymnasium. If options are allowed in courses of study, allow electives in courses in gymnastics or athletics. I see no other way for our schools and colleges to meet their obligations to the public in the treatment of this great subject. If the object of education is to prepare for life we can not ignore the training of the body in the face of the strenuous demands of the times, and the teachings of our best medical men, scientists and educators. The burning question is whether we are to rest content with seeing a few of our strong and vigorous youth trained as gladiators to make a Roman holiday for the people, or whether we will take hold of the educational side of this great subject and arrange to have all our school and college youth taught a rational system of gymnastics and athletics, that will prepare them either for the exigencies of war or the more durable achievements of peace.

MR. WALTER CAMP, YALE UNIVERSITY.

I am going to have just a frank, intimate talk with you. What do we wish to make of our boys? And what luck are we going to have with legislation? It is a fearful responsibility to be young, and none can bear it like their elders! I am going to tell you before I am through what success we have had with legislation along this line.

When we ourselves are mature we think grand thoughts of what we are going to do with the youth. We talk to him, we

get him on one side and we tell him what he ought to do and how he ought to represent this ideal of physical beauty. You think he is listening to you, but the chances are that he is wondering what a queer collar you have on. You can't reach him with anything like that. He is not looking for the ideal of physical beauty. And remember that he is just like you when you were young. All of us know, when we have reached maturity, that money and influence are powerful things. To the boy it is physical strength. It is the big boy in the little crowd that he looks up to and admires, not a hundred thousand dollars. He wants to be able to beat that big fellow. And it has just the same effect on him that the question of money and power has with us who are older.

Remember, too, that Dun and Bradstreet show that 90 per cent. of men who go into business fail. Do you want your boy to sit down and fold his hands because he knows that and say, "I won't take a chance. I have only ten chances in a hundred"? If you don't follow out nature's rule, how are you going to get him to have that enthusiasm and that desire to go up against big odds that he must have if he is going to be in that 10 per cent. that succeed? You must let him have his ideals, and those ideals come from his athletic sports.

He goes into college where, as Dr. Sargent has very well said, only 10 per cent. of a hundred can get on its teams. But you want him to try for them just the same. And it is the very fact that only 10 per cent. get on that holds out an inducement. It makes 50 per cent. of them good fighters, boys who are going to try hard and who are not going to be frightened by anything that comes up when they get out into afterlife. It is a good rule to look before you leap, but if you mean to leap don't look too long or the smallest fence will soon grow stiff, and the stiffest doubly strong.

Charges are made against athletics about once in so often—deceit and trickery and all that sort of thing. I have been closely in touch with schoolboy and college athletics for twenty-five years, and I have not lost my confidence and enthusiasm for them. A minister of the gospel soles his club in a bunker; you know that. A bank president is too much of an optimist to be able to count seven on a hole so he counts it five. The president of a Women's Club looks over her hand at auction and says,

"I think I will make it hearts—no, I will pass." They are all cheating and they are people who are old enough to know better. But I believe that minister is a good minister and I would trust my money to that banker and I believe that woman president is a good wife and mother; and I do not believe that you are going to get anywhere by forbidding golf and auction because people sometimes do that sort of thing. I think that applies to the boys' sports.

There is almost always some one who comes along and tells you about old times when boys went to college to study. Now I have looked into the past with a great deal of care; I have interviewed old men; I have tried to find the time when men went to college to study and did nothing else; and I have been unable to find it. There are twenty-four hours in the day, eight hours for sleep and eight hours for study; but there is that other eight. What did they do with that in the olden times? They did a lot of queer things with it. In the first place there was "town and gown," it was more or less fighting and riot; there was a good deal of cardplaying, there was a good deal of drinking. Yes. They utilized those eight hours. They did not spend any sixteen hours in study that I can find. The chairman of the class then came from the class bully, chosen for his physical perfection and his fighting qualities. There are a good many who would like to have the Greek prize scholar the popular hero instead of the football quarterback; but unfortunately that can never take place. Nature has imbedded in the very marrow of the boy's bones the desire for physical strength and prowess that makes it sure that he will never regard as the popular hero in college the man who studies only.

I am not trying to put athletics above study, but I am only telling you that it is a very extraordinary thing when you find a boy of sixteen or seventeen who is going to be a great investigator or a great student; and when you find a boy of that age who thinks more of study than he does of outdoor exercise, you are going to find an extraordinary man. He may become a great scholar and he may live to old age and make good; but there are a great many of them who do not. The valedictorian of my class was one of the finest men I knew, but he could not be persuaded to go out of doors or do much of anything except study. And within five years after graduation he died; and those five years were simply a pursuit of health.

We sent this man up to Saranac, some of us, and tried to patch him up. If a man puts himself in that shape by overwork, you can send him up to Saranac and try to make a new man of him; but nature has made a black mark right there and she never gives that fellow another fair chance. Now take the other boy who goes to college and who does not study hard and spends all his time in athletics and finally gets dropped from the college. His father feels it terribly. But nature does not lay that up against the boy at all. She says, "Go ahead, and if you can make good in something else, do it." And I know of another boy who had been dropped twice, who thought a good deal too much about athletics. But after he got out he made a success and he has since sent hundreds of men to college and paid their expenses because he was able to make money. That is not an argument against scholarship but it is a recognition that a greater power than ours makes and our legislation won't alter nature at all. She laughs at us when we try to do it.

The fines book of the old days shows what men did with their time in the days that are sometimes pointed out to us. They were fined one shilling and sixpence, for example, for drinking. They were fined one shilling and sixpence for going skating. They were fined two shillings for being absent without leave. They were fined two shillings for entertaining certain people in their rooms. Now note the laws that the elders made and follow those laws down far enough to learn whether those laws, which were not effective, were ever rescinded. They were not. They were forgotten, though. In 1787 the laws of Princeton College said that, "Whereas, the game played by the boys on our campus with ball and stick is rude and unbecoming to gentlemen; and whereas, by the alternate heats and colds it tends to ruin their health, of which we are in charge; therefore that game is forbidden."

There was their first attack against baseball. About a hundred years after that the "Yale Courant" came out with a tirade about baseball and said, "We are not a believer in this game of baseball. The amount of pleasure to be derived from it is about that that could be derived by educated men under other conditions from sandbags and basswood clubs, and if the mania does not presently cease we shall be without able-bodied citizens." Then Scribner's Monthly joined in and after consigning baseball to the ranks

of horseraces and other rowdyism, said: "However, during the last few years there is a game which has been improving steadily and which promises to be the true and only national game of America—croquet!"

The boys in those days enjoyed just the same things as the boys enjoy now. Some of them were good boys, some of them were bad boys, and some of them studied and some of them didn't. But I do not find that that legislation had any great bearing on the matter.

Even I, who follow football pretty closely and have for a great many years, when I see a boy going down the field after he receives the kick-off and the rest charging down, am glad I am not the fellow that has that ball! There was a time when I was mighty glad to have it. And the boys from seventeen to twenty-one are just as glad as I was, and when they get to be forty-five they are going to be just as ready to think they are glad they are not in the scrimmage. So let us be careful in our legislation. We want our boys to become physically perfect and resistant to disease and all that sort of thing. But remember that that way of putting it appeals to us a great deal more now than it did then.

TOO LATE

While we send for the napkin the soup gets cold,
While we're matching the pattern the dress is sold;
While we're trimming the bonnet the face grows old,
And everything comes too late—too late!

I've a splendid blood horse and a liver
That it jolts into torture to trot,
My rowboat's the gem of the river,
Gout makes every knuckle a knot.

I can buy boundless credits on Paris and Rome,
But no palate for menus, no eyes for a dome,
Those belonged to the youth who must tarry at home,
And no home but an attic he got.

When strawberries seemed like red heavens,
Terrapin stew a wild dream,
When my brain was at sixes and sevens
If my mother had folks and ice cream,

How I gazed with a lickerish hunger
At the restaurant man and fruitmonger;
But, oh, how I wished I were younger
When the goodies all came in a stream!

But to come back to the original proposition, what do you wish to make of your boy? Whether any amount of legislation can do it I am skeptical, but at any rate you can study what you wish to make of him. In the first place, you like him to have "nerve." He is likely to be courageous because the boys themselves set up that standard. They do not set up many. I think it is Christine Terhune Herrick who said she went to Lawrenceville and looked into the laws of the boys there; she said the laws were as immutable as the ten commandments, but they had little in common with them.

"Sand" is the quality that your boy gets from these sports. It is a good thing when he comes against a hard proposition in business or his profession afterwards. If your boy has too much judgment and too little nerve he will never get anywhere. Success in football is like success in life; you have to take the bad with the good; you have to take your defeats when they come; and you have to work hard all the time for victory and have the goal in front of you.

There was one social scientist who with prophetic vision some thirty or forty years ago said that the greatest nation of the future would be the one who could send the most men to the top of the Matterhorn. That is what Dr. Sargent means when he wants to have all the men made physically sound. We may come to the time—the time has come over on the other side—where a new standard of values will be set up; a man there has to go out, and he has to march, and he has to be able to stand it. It is a thing we never expected to see and I hope we never shall see it over here. If we do, we are going to see men who we thought were great men under ordinary conditions become merely men, and vice versa. Don't let us worry too much because we do not have 90 per cent. of scholars in college and 10 per cent. athletes. Let us think about it a little. There may come a time when the fellow who has not studied so hard may be of use to us.

There is one word that comes near telling what we want these boys to become in every way, I think, and that is the familiar word "thoroughbred." We want him to be able-bodied, win if he can, lose if he must, and learn to take a whipping without a whimper and come back. They say that a true sportsman is one who can boast little, crow gently when in luck, pay up or

put up or shut up when beaten and wait for another chance. That seems to be about the summing up of what I mean. I may be wrong, a lot of you here may not want your boys to become anything of that kind; but I can tell you you are in the minority if you do not. And from having watched that kind of boy grow up I am sure that is what I wanted my boy to become.

"We come into this world naked and bare,
We go out of this world God only knows where;
But if we are thoroughbreds here, we'll be thoroughbreds there."

PROFESSOR JOSEPH E. RAYCROFF, PRINCETON UNIVERSITY.

The function of physical training has been well formulated by Dr. Hartwell who says: "Bodily exercise constitutes so considerable and necessary an element in all human training that it is entitled to be recognized and provided for as an integral and indispensable factor in the education of all children and youth. * * * It is at once a means and an end of mental and moral as well as physical training." He says further that: "Pastimes, out-of-door sport and systematic gymnastics are the forms of exercise which yield the best results in the physical training of children and college students. Plays, athletic sports, and systematic gymnastics have all developed from one germ, *i. e.*, from healthful play; the vital energy of this germ is found in the universal and ineradicable impulse of all healthy young animals to play. In the athletic sports of young men we see the highest and fullest expression of the play instinct. They conduce to bodily growth and improvement, and their moral effects of value, since they call for self-subordination, develop public spirit and co-operative effort, and serve to reveal and train the dominant characteristics and tendencies as regards temper, disposition, and force of will of those who engage in them."

We may go further and say that these activities make a strong emotional appeal and stimulate an intensity of interest that calls for the individual's best efforts. They lead, if rightly directed, to an all-round development that is otherwise unattainable. The boy who learns to control himself in hard situations, to play the game, and to act the good sportsman under trying conditions,

is gaining an emotional control, an ability to subordinate himself, and a training in adapting himself to rapidly changing conditions that make for character. His emotions are trained, and their expression controlled, under fire—no one can lose his temper and continue to play well either in golf and football. If the foregoing statements are true, then the place and function of competitive athletics in an educational institution are much more important than is commonly realized. We have allowed the professional promoter and sporting editor to emphasize the spectacular side of contests and the desire to "win at any cost" to the exclusion of these real values to which I've referred. The constant tendency of such influences has been to debase and prostitute amateur athletics from a really great educational factor to the level of a public spectacle with its attending circumstances of recruiting, hidden professionalism, and the spirit of "win at any cost."

A clearer realization of the intrinsic educational value of an experience in competitive sports will lead us to utilize these activities to the utmost during the school years and to make these opportunities available to every student who comes to us and who is physically capable of taking part in such a training. This means that we shall encourage in every legitimate way, not alone the 5 or 10 per cent. who may be able to make certain school teams, but every man in school to participate in some form of sport graded to suit his development and capacity.

The history of competitive athletics in educational institutions is pretty well known. There was always a certain amount of informal game playing among the students, promoted here and there by sporadic organizations; but the first formal—compared with present day standards they were informal—matches were held less than fifty years ago. The first Princeton-Yale baseball game was played in 1867 and the first game of intercollegiate football was played by Princeton and Rutgers in 1869. These intercollegiate contests became more frequent as years went on, and crew racing and track contests were added. These activities were conducted by the students, but were favored by the faculties because of their value in stimulating healthful outdoor exercise and because they tended to lessen the expressions of youthful vivacity that were wont to take the form of stealing the college bell, hoisting cows to the belfreys, street fights with citizens of the town or the students of neighboring institutions, and so on.

Inter-school contests grew apace in number and in public interest, the professional coach made his appearance, and gradually abuses crept in until the situation grew so bad as a result of disputes with representatives of other institutions, financial difficulties, and other circumstances that reflected upon the peace and good name of the institution, that the faculties were forced to take cognizance of the situation and to make certain modifications in the conduct of these activities. But even at this time, and in most cases even to the present time, educational authorities have failed to realize the inherent educational value of these sports and games and to devise a method of organization and control that would make these good effects available to the great mass of students. Instead they took the position that these activities were nothing more than boys' play, to be tolerated for their spectacular values and for their function of developing college spirit and advertising the institution; and their efforts were centered solely upon the restriction of some of the more flagrant abuses. As a result of this attitude on the part of the faculties there gradually grew up, along with the newspaper notoriety and increased public interest, a tendency toward overspecialization, recruiting, financial extravagance, and the many other evils against which we find ourselves fighting today.

The man who is prominent in athletics is apt to get the conviction that the institution owes him much more than it really can repay, for his services in winning victories and bringing prestige to her name. This idea is favored by the attitude of the educational authorities who assume an air of tolerant resignation toward these things, or who even take an active part in supporting the students' position by permitting or co-operating in the offering of inducements to prospective students.

I am aware of the fact that a successful movement has taken place in a number of educational institutions to check these tendencies and to correct some of the more flagrant abuses. But so far as I know there has been no concerted effort to readjust our scale of values and to bring another point of view to the attention of students and faculties.

Under these conditions it is a small wonder that athletes press for extra sweaters, expensive accommodations, vacations in term time at popular resorts, expensive personal trophies, and the like, permission to be absent from classes both for trips and

for practice, or for personal convenience on any basis. These habits have grown up as an expression of the feeling that the institution owes them something for contributing to its fame by bringing her fame on the athletic field. They fail to realize that they owe the institution much more for furnishing them the opportunity of representing it in ways that are in themselves pleasant and that bring him distinction among his fellows.

The merits of Summer Baseball have been discussed pro and con for a number of years. One of the favorite arguments of those who maintain that a man who has played baseball for money should not be debarred from representing his institution on its ball team is that the money is honestly made and should be no more reason for making him ineligible than money made by waiting on tables or driving an automobile. It seems to me that our tolerance or even acceptance of this position shows a lack of discrimination and ability to judge true values.

It must be recognized as a biological fact that the adolescent animal of any species naturally holds in higher esteem honors which represent pre-eminence in physical achievement, plus brains, than they do those that are due to purely intellectual attainment, which is from this point of view secondary. Naturally then the normal boy is not only attracted to those activities that lead to honors on the athletic field, but he learns much and develops quickly in an all-round way in the physical strain and striving and goes in to the contest for the sheer joy of conflict. When you add to this natural tendency the chance of winning the honor of representing his institution in contests with other teams the stimulus is very great.

If this is a fact, as I think it is, then we should make adequate provision for the average boy to indulge in such activities and to conduct and supervise them in such a way that he will get from them the educational values and ethical training that are inherent in competitive sports. If our reasoning is so far reasonably sound, then the question of professionalism and summer baseball must be considered from the point of view of the average fellow and the educational ideals of the institution, as well as from the point of view of the student who has become a professional in any game. If our athletics in schools and colleges are to be conducted and governed by the standards of the so-called "athletic" club for their spectacular, financial, and

advertising values, the answer is easy: Get the best athletes you can from all sources, offer them any inducements available, and keep them on the teams so long as their scholastic standing will permit them to remain in college. If on the other hand our ideal is educational in this respect as in other phases of college work; if we are trying to educate and develop our students in an all-round way, we will declare the man who has had special contest experience from which he has had not only the fun of the game, but a financial return as well, ineligible for the special honor and privilege of representing his institution.

The knowledge that Tom Jones and Ed Brown, who have played summer baseball or have had semi-professional experience, and who show in their play the skill and *savoir faire* born of special training and experience are out for the team is going to discourage, as it has many times in the past, many men who would otherwise keep trying for the team. As it is in too many cases, they not only do not have an equal chance with their fellows, and know that they have not, for the honor of making the team; but more than that and perhaps even more important they are robbed of the stimulus and educational value of trying. We should not hesitate long to declare ineligible a man who had made his living in the practice of law or medicine even if he had discontinued this work if he were to enter an undergraduate competition for a prize in the subject in which he has had his special experience for which he was paid.

The time has come for us to look these matters squarely in the face. Either competition in athletic sports is an important phase of our educational system or it is not. If it is not, then we have mighty little justification for our great and expensive athletic establishments. If it is, we must conduct the work on a basis that provides opportunities and stimulus for each fellow according to his ability and needs. Bar the honor of representing his university to the semi-professional, not primarily because he is a professional—because he has made his living in athletics; but because he is out of his class. Drop the standards of sporting editors and set up educational standards in this phase of educational work as in chemistry or biology. If this is done we shall see fewer of our prominent athletes going into frankly professional athletics and shall have more men responding to the legitimate stimulus of competition for college honors, getting

thereby a training in character, self-control, and loyalty that means much in their development. I don't wish to be understood as implying that there is necessarily anything dishonorable in earning one's living by playing professional ball, but I do think that it offers a life of relatively low ideals and limited usefulness for a college trained man.

Participation in sports and games furnishes the principal, if not the only, practical training in ethics that exists in our modern educational system. This fact is not widely recognized and acted upon. But it establishes a standard for the selection of coaches that has been too frequently and constantly overlooked. No other educational official comes into such close and intimate contact with the boy during the most impressionable period of his life. No other teacher has his opportunity to know the boy as he actually is—for the real self is exhibited in the abandon of the game. Impulses of generosity or meanness, honesty or trickery, the ability to stand punishment or the tendency to quit under fire, spring out and control action in ways that are almost startling in their revelations of character. It is in this field of the utmost practical importance that the coach works. The man with low standards of sport has this opportunity and uses it to teach the honest man how to evade rules and to play outside the spirit of fair play or to encourage the development of sly infractions of the rules by the tricky one, for the purpose of winning the game and as a consequence gaining the reputation of being a successful coach. There are too many such, with big newspaper reputations, and low standards in morals and sport, in this position of great opportunity and responsibility. The continued tolerance of the presence of men of this sort as teachers in educational institutions is a serious reflection upon the ideals and standards of those who are responsible. Fortunately, there are not a few of the opposite sort and there is a constantly increasing number of men of high ideals who are making the teaching of athletics their life work. These men teach their pupils to play the game in the spirit of the rules and to regard the playing rules as a gentleman's agreement—not lightly to be broken or evaded. They encourage the development of fairness and generosity without losing the vigor and manliness of the contest, and they at the same time frown upon evidence of meanness and trickery. Many a man has in after years recognized

and acknowledged his debt to such a coach for his influence in bringing out the best there was in the student when he was working for the team.

The practice and teachings of the irresponsible coach of low ideals are the real cause of our absurd and complicated codes of rules. Their infraction of the spirit of good sport and their evasions have made it necessary to go into a ridiculous degree of detail in order to make the teams which they coach appear sportsmanlike in spite of themselves. This elaboration of rules is a losing game, because no decent minded committee, however faithfully they may work, can foresee and forestall the clever evasions of the unprincipled coach. The effect of such a man's influence upon a boy is to make him habitually tricky and unprincipled and the almost inevitable continuance of such practices in business and social life tends to make him in effect anti-social. There never was a period in our modern life when the spirit of fair play and a discriminating sense of ethical values were so much needed in social and business life as they are today.

There is another practice which has grown up under the influence of the professional coach that is a distinct detriment to the educational values of games, and which is typified by the custom of "coaching from the bench." This means that the players become automatons directed by the brains of the coach with the result that they are deprived of the development of initiative, self-reliance, responsibility, and the power of adapting themselves quickly and successfully to new situations that would otherwise come to them from the exercise of their own powers and intelligence. It is the development of these qualities and other equally desirable that furnish the only real justification for the continued existence of the great athletic organizations that have grown up in our educational institutions.

There is a general tendency in educational institutions to raise the standards of athletic competition and to promote good sportsmanship and better mutual understanding and respect among contestants. Valuable and encouraging as these evidences of better sport are, it is idle to depend upon them to correct the defects of our athletic system, unless and until there comes a complete change in our viewpoint regarding the place and function of athletics in an educational institution.

Is it not possible to arrive at a clearer recognition of the

problem in its more important and fundamental aspects by approaching it from another point of view? The development in our schools and colleges of a real appreciation of the educational and character building values of clean athletics would lessen the tendency to exploit the individual or the team as a financial or advertising asset. It would encourage the participation in competitive athletics by every student under the direction of the best teachers to be obtained. It would put the emphasis upon discovering and developing the powers and capacities of the unknown instead of upon the offering of special inducements to the secondary school star and the tramp athlete. It would emphasize the importance of taking personal character and influence into account as well as technical skill in selecting coaches and teachers. Such a change in viewpoint would go far in preventing many of the bad tendencies in our present athletic system and would make it possible to secure the educational values of competitive athletics and to utilize the play and fighting spirit of youth in the work of developing the whole man.

GENERAL DISCUSSION.

PRINCIPAL VIRGIL PRETTYMAN, HORACE MANN SCHOOL FOR BOYS.—Ten years ago there was organized in New York City The Principal's Athletic Council. About fifty school-masters agreed to abide by the following regulations:

Resolved, That the person responsible for the immediate training of the team shall be a member of the regular staff of the school, or some other person directly responsible to the principal of the school.

Resolved, That the principal of every school shall be held to have ultimate responsibility in all matters concerning inter-school contests.

Resolved, That no boy who has registered, enrolled or matriculated in an institution above the grade of a high school or who has played on a team of such an institution shall be eligible to represent a high school.

Resolved, That on and after the twenty-first birthday of any student he be excluded from interscholastic athletics.

Resolved, That no student who is a graduate of a four-year secondary school course shall be eligible to represent any school.

We thought we had made a big advance in the control of athletics, but like the Tariff, athletics seems to be a question that is never settled.

It has fallen to my lot to be selected as Chairman of a Committee to form a new Private Schools Athletic League of New York City. We have held one meeting and have our second meeting next Monday, so I am not at liberty to say that anything has been done. I am glad, however, to tell you what regulations will be proposed. It is my hope that they all will be adopted. I shall propose all the regulations of The Principal's Athletic Council, organized ten years ago, and in addition the following:

Resolved, That no student who is doing work of passing grade in less than fifteen periods per week of studies requiring home preparation shall be eligible to represent his school.

Resolved, That a boy shall be eligible to represent his school after an attendance of three weeks, but that a boy entering a school after October 15th shall not be eligible to represent his school until after Thanksgiving.

Resolved, That no student who has represented a secondary school (or schools) on Varsity Teams for four years shall again represent a secondary school in interscholastic athletic contests.

Resolved, That no student who receives any scholarship stipend shall be eligible to represent his school in interscholastic athletic contests.

Resolved, That no student who is furnished remunerative employment by the school, directly or indirectly, shall be eligible to represent his school in interscholastic contests.

It will be difficult to secure the approval of Headmasters of the regulations concerning scholarships and remunerative jobs. There are many interesting arguments offered in defence of our custom of giving scholarships and offering jobs to boys of athletic ability. Says one schoolmaster—"Rhodes scholars are selected, not because of intellectual ability and powers of leadership, but because of intellectual ability, powers of leadership and athletic ability. Isn't this provision worthy of our imitation?" I have yet to hear of a case of a school boy athlete who has received a scholarship or job as a result of a serious examination of his intellectual powers and qualities of leadership. No, we investigate carefully the athletic ability and then thank the Lord if there is a bit of intellectual ability and character mixed in.

I am convinced that scholarships and jobs are the fundamental evils today in interschool athletics. These athletic evils it is our purpose to eradicate, though it may take years to do so.

MR. JOHN DENNIS MAHONEY, WEST PHILADELPHIA HIGH SCHOOL FOR BOYS.—It seems to me that we have had before us here some rather interesting extremes. We have had the man

who is interested in the entire physical development of the entire student body of school and college; and he would ignore almost altogether the inter-scholastic and inter-collegiate contests, which are, of course, instinctive with the race. And then we have been told of the thoroughbred idea, where at the top of the list the small aristocracy of morals and physique will carry on a representative contest and be cheered by the masses. Thus we get two great extremes. Also we get the extreme of the man who sees great evils in the thing, points them out constantly and recommends the sweeping away and closing out and abolition of this, that and the other thing; and then we have the other pleasant man who tells us that of course "these things are natural; we must remember that we are men and we are criticising boys and that boys always will be boys." I suppose Mr. Squeers would have told us the same thing about school teaching some time ago, and the same thing has always been said. In short, we have our conservative and our radical, I think, pretty well illustrated here this afternoon.

But certainly there is a middle course for some of us; certainly there is a place for inter-collegiate and inter-scholastic athletics, and certainly there is a place, too, for the development of the physical training of all the students in all the schools. The question is, shall they be under one and the same system or shall they be, as they are growing to be with many small colleges, under separate management, where at the same time the professional physical education teacher is in charge of the gymnasium alone, and is in a state of perpetual hostility towards the trainers of the teams, these paid-by-the-season coaches, the peripatetic, skilled and athletic philosophers of the body, who go from one college to another increasing their salaries by the success of each previous season?

You must remember that athletics is not all of the thoroughbred type. There is a long line of institutions, reaching from Yale to Podunk, and between the two extremes there are many kinds. The leading colleges will be imitated all the way down the line; and just as genius is imitated mainly by a copy of its eccentricities, very often leading colleges are imitated by a copying of the very worst features of their athletic propaganda.

One of the greatest troubles with our athletic situation is our failure to recognize the paradoxical side of many situations.

If we do not come to realize this soon, I am afraid that a Dickens will arise and write up college athletics in a very funny way.

Let me give you a scene from real history. There was a large school in this section of the country which employed an ex-college star for two months of the year. He was a coach hired by a committee of students and faculty members and paid from athletic receipts. A teacher of the school by mistake happened to get into the dressing room between the halves of a football game. Without, by wink or other warning, giving the poor teacher even a chance to escape, the coach addressed the students with a flood of profane and indecent language which caused the pedagogue to flee for his job's sake. The schoolman did not have the courage to break up the game and cause a public scandal but he resolved that the coach should never again be retained by the school. But, to borrow language, the coach "beat him to it." On the strength of his splendid work in the school he has obtained a coaching position in a college where, while he does not get a salary equal to that of the President, he gets at least twice as much as any of the regular professors.

Now those are the things that appeal to me this afternoon and the question is, what is our duty in the matter? I think our duty in the matter is to find the truth. We are the greatest crowd here in America for sticking our heads into the ground and saying, "Don't tell me anything about it." We go on quoting statistics. You can quote statistics, you can quote individual cases till the cows come home; but they prove little. I know it is quite true that the pale student, with his forehead almost larger than his chest, frequently dies before he realizes the value of the medals that he has won. I also know of two cases of septicemia of athletic stars within five years after they left college. Your athlete may become a banker. I know one ex-All-American football man who keeps a saloon. You can make no proof by matter like that. The question is what is the truth; and the truth of the matter, as I see it, is this: We have two main propositions, that of the physical training of the whole student body and that of contests by inter-collegiate and inter-scholastic groups or teams each representing a whole student body.

I believe that the first of these is absolutely necessary because it is built upon a sensible and wholly national need. It should

go on and it will go on because it is in the hands of some of the biggest and best men in the country.

But I also believe that there is a place and a need for the athletic contest. Not only is it a good thing for two teams to struggle on the one-yard line, but it is a good thing for the two thousand students to feel the spirit and tension of the moment when they really believe themselves identified with the attack and the resistance. The great problem is that of forcing the school authorities and the general public to realize what sinister influences have entered into this fine thing because of the publicity-stimulated desire to win and the eternal question of coach's salary and gate receipts.

Personally, I believe that the root of the matter is in the lack of a definite handling of the matter by the schools and colleges. The athletics are either under their control or they are not. If they are not under faculty control they should repudiate the whole thing—which they dare not do because of frequent gate-receipt scandals. If they are under the control of the institution, then the institution should not only take over a keen supervision of the financial management with a lax or vicarious control of the coach, but it should have complete authority in every way and force the tramp coach completely out of the business by selecting high-grade professional coaches who should be regular officers of the institution and under as much control as any other teacher.

THE USE OF THE COMPREHENSIVE EXAMINATION
IN COLLEGE EDUCATION.

PROFESSOR ROGER B. MERRIMAN, HARVARD UNIVERSITY.

Three years ago President Lowell came to Philadelphia and talked to you about the same subject that has been assigned to me today. At that time the comprehensive examination, though it had been sanctioned in various departments of Harvard University, had not been actually put in operation, save in connection with honor degrees. In the intervening three years, however, we have come to know a good deal more about it. It has been tried with success in our Medical and Divinity Schools, its use for other degrees in the undergraduate departments has increased, and an elaborate plan for inaugurating it as a requirement for the ordinary A.B. degree in the case of those students who take the bulk of their work in History, Government, or Economics, and also in the case of those specializing in History and Literature, has received the sanction of the Faculty of Arts and Sciences. This plan goes into effect for students of the Class of 1917, and therefore, in the case of the three-year men, in the coming spring. I come today, then, to tell you as well as I can what we have learned in Harvard about the comprehensive examination since President Lowell spoke here three years ago, and to point out as far as possible its probable effects.

There are two fundamental ideas, closely related to one another, which underlie this plan of a comprehensive examination, of which the main feature is that it is an examination, not on a course, but on a field of knowledge. These two ideas are as follows: first, that the proper unit of college education is the man and not the course; and, second, that the real object of a college education is not the acquisition of knowledge, but rather of intellectual power. I think that if we look at the matter fairly and squarely without preconceived notions, we shall see evidences in most of our institutions of an excessive amount of attention paid to mere courses, of a tendency to make courses rather than men the object and end of a college education. I think we shall also see evidences that many of our courses are conducted in such a manner as to give the students who take them technical and special information, rather than mental training and the ability to think accurately.

Let me mention a few of the evidences and results of this excessive attention to courses and over-emphasizing of the mere acquisition of information. I think we should all willingly admit that we tend to judge universities and colleges by the quantity of their offerings in the various departments. We naturally attribute to the college that has the largest repertoire and the greatest variety of courses in any one department, supremacy in that department. Of course, no one would deny that a large variety of courses is an immense advantage, but it is an advantage rather for the graduate than for the undergraduate portions of the institution. Quality rather than quantity of instruction is, above all, the desideratum for undergraduate purposes. Secondly, and resulting from this excessive emphasis on quantity rather than quality of instruction, I think we have all observed a most lamentable tendency on the part of undergraduates to think that nothing can be learned that is not taught in courses—an idea that independent acquisition of information is something that cannot fairly be demanded. We had a very curious illustration of this lately in Harvard, where we recently inaugurated as one of the requirements for the A. B. degree a reading knowledge of either French or German. The moment that that examination was started we found that the undergraduates began to flock into French and German courses as the sole possible way to meet this new and unexpected requirement. The idea that they could teach themselves how to read French or German by their own unaided efforts evidently struck them as fantastic and absurd. If the object of education is to make a man able to discover and remedy for himself his own intellectual deficiencies, I think we must admit that this conviction on the part of undergraduates is that knowledge only obtainable by the taking of courses is to the last degree unfortunate.

It will also be observed that this tendency to make the course the be-all and end-all of college education often reacts in an unfortunate way on the course itself. If the professor who teaches the course also sets the examination in it and reads the papers, there is no outside check on him whatsoever. He has no means of knowing what he is imparting to his students, because there is no external scale or standard by which he can measure himself and them. The different parts of the subject covered in the course are likely to receive the wrong emphasis,

proportionally to one another, in the student's mind; worse than that, there is no possible means of making him see the true relation of the topic specifically taught, to the larger field of which it forms a part. You will moreover remark that, as long as the passing of examinations and courses is the sole requirement for our A.B. degree, the student is enabled to make his required score, point by point, so to speak; the knowledge which he acquires in each course or half-course he takes is disgorged upon the appropriate examination paper, and the episode is completely forgotten. There is no way to make him see the relation of what he has learned in one course to what he has learned in other courses. There is no way of making him conscious of the fundamental unity of all knowledge. He gets his education in scraps and therefore forgets it the more easily. Only by the inauguration of the more general and more comprehensive test designed to comprehend, not only a number of courses, but also the gaps which must necessarily intervene between courses, can this serious defect in our collegiate system be remedied.

Then, finally, if you will pardon my going back one moment to speak of our own special Harvard problems, let me say that the putting in force of some sort of comprehensive examination, at least in some of our undergraduate departments, seems to be the only possible way to give full effect to the so-called regulations for concentration and distribution which were passed when President Lowell came into office in 1909. I think you are, most of you, aware that at that time we abandoned completely the system of unrestricted choice of electives which obtained under President Eliot, and subjected the student to a régime which obliges him to take about one-half of his courses in one of the great fields of learning and to distribute the other half over the rest. There has been some doubt as to the value of the latter, or distribution, end of this new regulation, but the concentration part of it has received universal approbation. Now the only way, I think, in which we can give full effect to that concentration rush is the inauguration, in some departments at least, of this comprehensive examination as a requirement for the A.B. degree; and this for the reason that in many departments the courses are so many and so various that, unless some sort of a test is applied which will force the student to select his course with reference to some clear and reasonable plan, he

can fulfill the regulation without obtaining the benefits which they were intended to confer. I should be far from maintaining that this is true in all branches of learning. In Mathematics, for instance, where each course is more or less a prerequisite for those that follow, the instruction is so closely correlated that the imposition of such a test is probably unnecessary; but in History, for instance, this is not at all the case. A man today might technically fulfil the requirements for concentration in History at Harvard by taking courses on Ancient Greece, Mediæval England, the French Revolution, and Latin America, and I think you will all admit that there is not much concentration in that. In a department of the character, where the number of courses is very large and where they are not naturally closely related to one another, it seems absolutely essential to have some sort of test which shall force the student to select his courses in such a way as to form a more or less connected whole, and also to read up the gaps which will inevitably separate them; and if this is true at Harvard, it would certainly be equally true of any large university which adopts anything like the group system, without specifically prescribing the courses to be taken in each group.

Now, I think I can perhaps interest you by reading a few passages from the outline of plan for a General Final Examination in the Division of History, Government, and Economics, which goes into effect, as I have already told you, for all candidates for the A.B. degree who concentrate in that division, beginning with the Class of 1917.

"Method of Examination.—The written examination will consist of not less than two three-hour papers. The first of these will be taken in April or in May, and will be designed to test the general attainment of candidates in subjects within this division. The second paper, to be taken toward the end of May, will be of a more special character. With the approval of the examiners, however, candidates will be allowed to submit a suitable thesis in lieu of this special written examination or part thereof. The oral examination, which will cover chiefly the student's special field within the division, will be taken in the period intervening between the written examinations and the close of the college year. Provision will be made for students who take their degrees at the middle of the year.

"In determining whether a student has satisfactorily passed this general examination, his record at the written and oral examinations, together with the thesis, if accepted, will be viewed as a whole.

"Scope of Examinations.—The examinations provided in the foregoing section will cover the entire work in this division of each candidate who concentrates in it and, specifically, a field of study (such as American history and government, international law and diplomatic history, accounting and corporations) represented approximately by the equivalent of three full courses, together with outside reading selected in connection with, or supplementary to, such courses. Suitable fields of study for purposes of this examination have been mapped out by the division after consultation with the departments composing it; but the division will approve other suitable fields selected by candidates themselves.

"Conduct of Examinations.—The administration of examinations will be in the hands of a division committee of three, approved by the president. Members of this committee will be designated as examiners and will be relieved from all regular instruction for the second half-year, or its equivalent, except instruction in courses of research. It is expected that the examiners will be at least of the average rank of assistant professor. It is the intention of the division that these examiners be appointed for a three-year term with one examiner retiring each year, and it is expected that an examiner will not ordinarily be asked to serve more than three years at a time. In addition to the three regular examiners the division expects to have the advice of outside examiners (preferably from another university) where such an arrangement proves practicable. The examiners will be responsible for preparing all questions for the written examinations, for reading examination books, and for conducting the oral examinations.

"Students concentrating in the division will be encouraged to select their own fields of study and, so far as possible, to carry forward their own preparation, including a mastery of the reading selected in courses or supplementary to them. But tutorial assistance also will be provided for each student who intends to take the general examination. This assistance will be given from the beginning of the sophomore year by tutors under the general

direction of the division. The work of these tutors will be to guide students in their respective fields of study, to assist them in co-ordinating the knowledge which they have derived from different courses, and to stimulate in them the reading habit. Tutors will meet the students frequently in small groups and at individual conferences. The examiners will be authorized, however, to exempt from such conferences, upon the recommendation of a member of the division, students who are pursuing investigations under his direction.

"The work of tutors will be entirely independent of the conduct of courses. Nevertheless, the reading done by students who are preparing for the general examination, and the tutorial assistance given to them, will be of indirect benefit to their work in the various courses within the division. Where the functions of a tutor are combined with those of an assistant or instructor, it is not thought desirable that he should have any of the same students under his guidance in both capacities. It should be made clear that a tutor as such will have no control over the work or the grades of any student in any college course, but he shall report regularly to the division concerning the progress of students under his guidance. If the division finds that the progress of any student is unsatisfactory, it may require him to withdraw from concentration within the division."

Such is the scheme which we hope to put into practice in the course of the next two years. Doubtless we shall know more about it in 1918 than we do today. Doubtless a great many changes will have to be made, but we think that the plan, as here outlined, promises well as a beginning.

Lastly, a few words must be added about the obvious difficulties and objections that will have to be met in inaugurating this General Examination. In the first place it will be quite clear that to put into effect such a scheme must necessarily be very expensive. The tutorial work which has been outlined will cost in the neighborhood of \$8000 a year, and the expenses incidental to the examination committee and the examinations will carry the total up to more rather than less than \$10,000. The expensiveness of the scheme is a fact which has got to be squarely faced at the outset. In the second place, with the complete liberty of choice which has hitherto prevailed at Harvard, it will doubtless at the outset be exceedingly difficult to construct ex-

aminations to fit the cases of all the students concentrating in the Division. But this difficulty is bound, I think, to diminish as soon as the new examination is thoroughly established. Students will discover that it does not pay to make unreasonable or unrelated selections of courses if they are ultimately to be confronted with this test. They will, therefore, tend to make their selections in such a way that it will be easier than it now is to examine them en masse. In this connection, I cannot help stating my belief that in general our American examinations present too few alternative questions. In the papers for the Oxford "Schools" there are usually ten questions and the student rarely attempts more than four or five. I am not sure that that does not err too far in the other direction, but I do think we could take a leaf out of the Oxford book in this respect to our advantage. Obviously an examination with many alternative questions follows when the field which it covers is large instead of limited, as is at present the case with our system of examination in courses. Thirdly, there is perhaps danger that the poorer students may be scared out of the Division of History, Government, and Economics, by the imposition of this new test, into other departments where the comprehensive examination does not at present obtain. To that I can only answer that the withdrawals from the Division of History, Government, and Economics have so far been surprisingly few and that, as we are somewhat overcrowded, particularly in Economics, we can well afford the loss. Perhaps the inauguration of the examination in our Division may be the means of causing other Divisions to adopt a similar one, but it must never be forgotten that there are a number of fields of learning (I have already mentioned Mathematics as an example), in which the imposition of such a test as is contemplated here would be unnecessary and possibly actually harmful.

You will observe that my views of this interesting experiment are distinctly optimistic. Certainly the General Examination is very much in the air in New England educational circles just now; there are a number of different forces pulling in that direction. At Oxford and Cambridge, as you know, the passing of a general examination at the end of the last year, covering practically all the work done since matriculation, is almost the sole requirement for the A.B. degree. There is wide difference

of opinion as to whether the Oxford and Cambridge B.A. is better than that of Pennsylvania, Columbia, Yale, or Harvard. Personally I incline to the belief that the American Bachelor of Arts has probably rather more information, but that the Englishman knows better, both how to make use of the knowledge he has, and also how to acquire more, and is considerably more clever in concealing his ignorance. Of course there is no question that we are vastly ahead of the two English universities in our graduate instruction. We have learned from the Continent, as they have not, and far surpassed them in this respect. Whether or not our undergraduates and undergraduate instruction have sometimes been sacrificed in the process, I will not undertake to say, but I am sure that there is danger of it, and one of the evidences thereof seems to me to be, as I said at the outset, excessive emphasis on courses and on giving the student information rather than intellectual power. If you admit this, then I think you will have to agree that the inauguration of a comprehensive examination, of which the salient feature is that it deals with the field rather than the course, is an obvious method of righting the balance, of training and testing the undergraduate's mental power rather than his information, and his wits rather than his memory, and also, incidentally, of vastly improving the instruction in the courses themselves, by furnishing the teachers a scale by which they can measure themselves and their students.

DEAN ANDREW R. WEST, PRINCETON UNIVERSITY.—The real reason for having a comprehensive, large examination on a great deal of study is that the student may be brought to some appreciation of the unity of knowledge and not regard it as an assemblage of scattered and disconnected bits. The curse of all free election in college studies is that the student is drifting into easy things and into disconnected things. If the education which aims to reveal the real unity of knowledge to the student is to achieve that end, the studies in his college course must be rationally related.

It is the height of wisdom, therefore, to provide a general test which shall compel him to assemble, control, and to reveal his knowledge justly, fairly, not hiding his mistakes and not making any pretense. And so I welcome very heartily this theory of the

comprehensive examination. It has been put into operation at Princeton, not merely in one department of our University, but in all departments. It applies to the work of the entire junior and senior years for all candidates for honors. Thus far it is working satisfactorily.

There is, however, no such thing as getting a good comprehensive examination without having competent examiners. It cannot be done by any one man, either. It can be done, as it is in Oxford and Cambridge, by a committee of not less than three men, perhaps five, sometimes even more. There is then a counterchecking of different points of view.

In the next place, I believe that the examination should be not only written, but oral. The result of the spoken examination is this: it not only examines the students but it does the almost more necessary thing, it examines the examiners. There is nothing like an oral test to reveal an incompetent examiner. This oral contact does not reveal the quantity of a man's knowledge so much as it reveals the quality of a man's mind.

When the course of study has been straightened out and a comprehensive examination put at the end of it, there comes the problem of getting the student ready for it. If he is thrown in to swim for himself, he will drown, nine times out of ten. He needs the expert guide, the man who has been over the way, the man who knows. So some tutorial, preceptorial advice is valuable, carefully guarded so that the student does not lean on it as a substitute for his own efforts and so that the preceptor does not spend his time coaching the student. Rather he takes the position of guide, philosopher, and friend, above all advising the student as to the reading which should accompany the several courses he is taking.

PRESIDENT JOHN H. MACCRACKEN, LAFAYETTE COLLEGE: There are two opportunities for using the comprehensive examination in college education. The first opportunity is in determining the student's fitness for admission. It may mean either that all the examinations must be taken at one time instead of piecemeal as at present; or that examinations in a few subjects, say four, shall serve vicariously for others as Algebra does now for Arithmetic. Again it may mean that the examinations are held with quite a different end in view, and on the theory that the

general mental texture, the color, flavor, or ripeness of the candidate's mind can be determined by sinking certain tests shafts here and there, and examining the borings, observing not only what borings you get, but observing with how much drilling you get them, how deep you have to go, what strata you discover, and in what order they lie. In the comprehensive examination as used in this sense, the comprehension and the comprehensiveness is an attribute of the examiner rather than of the pupil or of the subject. It is a sort of scholastic horoscope, set to determine the probable future of the candidate. If you have far-sighted astrologers to operate it, it is unquestionably a good thing.

The second opportunity for the comprehensive examination comes at the end of the four years' course. It is already employed at Lafayette and at other colleges in connection with honor courses. It does not differ from the ordinary examination in kind, but only in extent. It is good in so far as it promotes longer retention of facts and promotes the relating of knowledge through the reviews and readings necessary to qualify the student for the examination. It is not to my mind, however, the comprehensive examination at its best.

The best type of comprehensive examination that we know in America is, I believe, the oral examination as conducted by our graduate schools for the degree of Doctor of Philosophy. Whatever may be said against the oral examination, I believe that it has no equal as a revealer of a man's mental capacity and equipment, to him that has eyes to see and ears to hear.

It is peculiarly characteristic of our own day that our knowledge is unrelated. This is due to the rapid expansion of knowledge the last fifty years. We have cried, "Let us get the facts first, don't put them in major or minor premise too soon, or they may become discolored, or cramped out of shape." And we have, to this extent, discouraged thinking on the student's part. Some have urged separate spheres for science and religion, have tried to inhibit the natural instinct of the human mind to knit all its knowledge into a unified whole, and to cast out and reject ideas mutually exclusive.

All of this has led many to feel the need of a professor of things in general, or if no one can be found in these days to fill so desirable a chair, at least a comprehensive examination proceeding from a settee, to suggest to the student, that there are

still pentecostal days upon which professors of various departments can speak in different tongues and yet understand one the other.

PROFESSOR C. E. MCCLUNG, UNIVERSITY OF PENNSYLVANIA: I suspect very much that a great deal of the difficulty which has led to the inauguration of the comprehensive system is the result, in the first place, of poor teaching. I do not myself see how any system of testing a student to find out what he has accomplished can make up in any way for the failure to see that he has something in the first place on which to be tested. It is also true that one of the very great difficulties in college teaching is the fact that the instructors in different departments know little or nothing about what is better done in the other departments; how then, can it be expected that the students can at all comprehend the extent and character of the college work?

I do not believe it is necessary to have a comprehensive examination in order to make students think. At least in laboratory work it is possible to tell at any time whether a student is thinking about a subject which he is taking. I suppose in that respect laboratory teachers have an advantage; but, even so, I believe that if the teacher really understands what the student is thinking, the student will have a very much better understanding of what the teacher is trying to do. I doubt very much the efficiency of any tutorial system which places some man beside the teacher in the position of the responsible person.

Personally I regard training as much more important than the acquisition of knowledge. It is no longer possible in these days for an educated man to be possessed of universal knowledge or anything like it. Our teachers should, therefore, impart to the students where to get knowledge and how to use it; and if the comprehensive examination can encourage them in this, I believe in it. I believe it has a place. I believe, that a system such as is in force at the University of Pennsylvania, it can have a very excellent place; that is, to be applied to the major subject which the student is required to pursue through his junior and senior years. But it would be very difficult, I should think, to apply a comprehensive examination to the general college course, which is not directed towards any definite aim in itself. Therefore, used in connection with the ordinary examinations—which

are more emphasized than they deserve—a comprehensive examination may be of value.

PROFESSOR ADAM LEROY JONES, COLUMBIA UNIVERSITY: It seems to me—possibly my own experience has been somewhat unfortunate and limited in this respect—that some of those who are interested in comprehensive examinations are making more or less of a fetich out of them. Certainly none of us would for a moment put anything in the way of the progress of any agency which would accomplish what the comprehensive examination is designed to accomplish. It is unfortunately true, however, that some people seem to feel that to have a comprehensive examination is simply to make one examination grow where three grew before. It seems to me that it is quite possible to have practically all the evils of the examinations on the limited field in the examination which covers a wider field.

We do want, it is true, examinations for power; but I see no reason why we should not have them in examinations which cover a limited field. We should certainly welcome the kind of test which calls for information and for the ability to use material over a wide field; but I see no reason why we should not look for the same kind of thing in the examination on the individual course. It seems to me that we have talked about comprehensive examinations and thought so much about the comprehensiveness of the system that we have more or less lost sight of some of the reasons for making it comprehensive. And it seems to be a matter of course that in any subject—although we do not do it and have not done it—we should have used the subject matter and have required the student to use the subject matter in such a way as to gain power from it, so that it should not be a mere matter of memory.

In our future deliberations we need to think a little further, to go back to the starting point and consider what any examination should be. If there is one thing that the discussion of comprehensive examination has done which should be of value to all of us it is in calling our attention again to the fact that examinations may be made an educational instrument and not simply a bore both to the student examined and the person who examines. What I have tried to say may be briefly summarized in this: although the comprehensive examinations have value,

mere comprehensiveness furnishes no final solution for our problems; we should reconsider from the very beginning in our own minds the kind of thing that any examination should be; and consider again the educational value and significance of examinations rightly framed and rightly used.

MISCELLANEOUS BUSINESS.

First Session, Friday, November 26.

The President appointed the following temporary committees:

On Nomination, Principal James M. Green, Dean A. H. Quinn, Professor C. L. Thornburg, Principal John Denbigh, Principal D. E. Weglein.

On Audit, Dean Leonard Blue, Principal Ralph Files.

THIRD SESSION

Saturday, November 27.

Business meeting, Mr. Wilson Farrand in the chair.

ANNUAL REPORT OF STANLEY R. YARNALL, Treasurer, in account with the

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE
MIDDLE STATES AND MARYLAND, for the year 1914-15,
ending November 24, 1915.

DEBIT.

Balance November 28, 1914.....	\$286.44	
Dues from 2 institutions, 1913-14.....	10.00	
Dues from 172 institutions, 1914-15.....	860.00	
Dues from 1 institution, 1915-16.....	5.00	
Copy of "Proceedings" sold.....	.25	
Interest on deposits.....	12.17	
		<hr/>
		\$1,173.86

CREDIT.

Printing	\$482.49	
Travel, Postage, Registration.....	105.56	
Public stenographer.....	124.50	
Dues to National Conference on Standards.	10.00	
Notary fee25	
Salaries	150.00	
		<hr/>
		\$ 872.80
Leaving a balance in the hands of the Treasurer, November 24, 1915, on deposit with the Girard Trust Company, Philadelphia		\$ 301.06

One institution is in arrears for the dues 1912-13, 1913-14, and 1914-15, the Pennington Seminary for Boys. In accordance with the by-laws of the Association, this school is automatically dropped from our list of members because of non-payment of dues for three consecutive years.

Four institutions are in arrears for the dues of 1913-14 and 1914-15.

Seven institutions are in arrears for the dues of 1914-15.

The Treasurer has sent bills and statements to these institutions, and wrote two letters to each of them since the last conference.

REPORT OF THE AUDITING COMMITTEE.

November 26, 1915.

We have examined the above accounts and the accompanying vouchers and find all to be correct as set forth, the balance being \$301.06.

LEONARD A. BLUE,
RALPH E. FILES,
Committee.

REPORT OF THE EXECUTIVE COMMITTEE.

The Executive Committee begs to report that during the year the following schools have resigned their membership in the Association: Wyoming Seminary, East Liberty Academy, Rutgers Preparatory School, Bloomfield High School, Brooklyn Polytechnic Preparatory School, and the Central High School of Pittsburgh. As the Townsend School for Girls has ceased to exist and Pennington Seminary has been dropped for non-payment of fees, there is a loss in membership of eight schools during the year. This has been exactly compensated for, however, by the admission of the following eight institutions: Juniata College; Wm. Penn Charter School, Philadelphia; Barnard School for Girls, New York City; Germantown High School, Philadelphia; Northeast High School for Girls, Philadelphia; Narberth (Pennsylvania) High School; Springside School, Chestnut Hill; and the Alcuin Preparatory School, New York City.

The committee wishes to emphasize by repetition what was reported last year, that if the efficiency of the Association is to be increased it will be necessary from time to time to appropriate sums of money to make possible the investigations of certain committees. This can wisely be done only if our income from membership dues is increased, for the present receipts are barely sufficient to cover the regular expenditures for printing, salaries,

and other more or less fixed charges. The Secretary will, therefore, welcome the names of any school within the district which he may be able to interest in the work of the Association. An analysis of the membership indicates that the high schools, in particular, are in need of missionary work, there being only 44 in our enrollment.

In view of the constantly increasing expenses, the Secretary has been instructed by the committee to edit and condense the remarks made by the speakers in general discussions at the annual convention, in order that the number of pages in the proceedings may be reduced.

According to the resolution passed at the business meeting of November, 1914, President John H. Finley, of the University of the State of New York, was unanimously chosen as the representative of the Association, on the proposed Committee to confer with the United States Commissioners of Education, as to the advisability of classifying colleges. President Sidney Mezes, of The College of the City of New York, represented the Association at the recent meeting of the Association of Urban Universities.

GEORGE WM. MCCLELLAND.

Representing Dean F. P. Keppel, delegate to the National Conference Committee on Standards of College and Secondary Schools, Professor A. L. Jones filed with the Secretary a copy of the printed minutes of the eighth conference of this Committee,

REPORT OF COMMITTEE ON UNIFORM CERTIFICATING BLANK.

Your committee on a uniform certificating blank for the preparatory record of students applying for admission to college on certificate is not ready for a detailed report at this meeting. The committee begs leave to report "progress," and to ask for an extension of time. The time at the disposal of the committee has not been sufficient to enable its members to examine the certificating forms in use by the various colleges and universities and to submit to the constituent schools and colleges a tentative form for criticism.

The committee expects to present a final report at the next

annual meeting of this Association. If it is in order at this time, Mr. President, I should like to call attention to the necessary expenses for postage and printing connected with the work of this committee, and to move that the committee be authorized to expend a sum not to exceed twenty-five (\$25) dollars for such necessary expenses.

W. A. ALEXANDER, *Chairman.*

REPORT OF THE COMMITTEE APPOINTED TO
INVESTIGATE THE COMPARATIVE RECORDS
MADE BY STUDENTS ADMITTED TO COLLEGE
ON EXAMINATION AND ON CERTIFICATE,
RESPECTIVELY.

A year ago this committee presented a preliminary report; in it the literature of the subject was briefly summarized, the plan of our investigation was outlined and the results of a study of three institutions were presented.* We failed to find in the published reports which we had examined anything conclusive in the way of results or entirely satisfactory from the standpoint of method. Since the date of that report an important study of Williams College students made a number of years ago by Dean Ferry has been brought to our attention. The report was submitted to the President of Williams College in 1905, and contains among other things the results of a study of students admitted to Williams College from 1873 to 1904, by examination, certificate and combination of examination and certificate respectively. With the exception of the last four or five years, this period antedated the days of the College Entrance Examination Board, the agency which has done so much to standardize examinations. The results show that 10 per cent. were dropped for poor scholarship from the group entering by certificate; 8½ per cent. from the group entering by examination. Slightly more than 35 per cent. of those entering by certificate failed to graduate; slightly less than 35 per cent. of the other group failed to graduate. These differences are not great, but as far as they go they are in favor of the examination method.

The main features of our plan as outlined last year were these:

*NOTE.—Owing to the fact that proof could not be submitted for correction, this preliminary report contains several serious errors.

To study in a number of selected colleges, the college records made by the groups of students admitted by examination and by certificate and to compare them with reference both to the percentage dropped for poor scholarship and to their standing in their classes at the end of the college course. In order that the groups compared might be homogeneous we divided each group into three sub-groups: (1) the first made up of students admitted free of conditions; (2) the second of students not heavily conditioned, and (3) of students more seriously deficient. We selected two units as the dividing line between the second and third sub-groups. Those in the second sub-group entered with conditions of two units or less; those in the third with more than two units. Each of the six groups was examined with a view to finding out what percentage was dropped for poor scholarship in the Freshman year—and what percentage in the Sophomore year? (We had supposed that after two years in college the question of the method of admission could make no difference in the results, though as we shall see it is possible that we were not entirely correct in this supposition.) We noted also in each group the percentage graduating in the highest, middle and lowest thirds of the class respectively. It seemed also that it might be advisable, for the sake of comparison, to have records from a few colleges which admit on examination only.

We were able last year to present the results for certain classes in Princeton, Johns Hopkins and Columbia. The figures from Johns Hopkins grouped together students entering wholly by examination and those entering by a combination of certificate and examination. These groups are not at all homogeneous. The statistics were otherwise not quite in accordance with our plan. The results were inconclusive and not clearly favorable to either method. The figures from Columbia and Princeton indicated an effective working of the examination plan. Students admitted to one of these colleges without conditions were in no case dropped for poor scholarship. Those with two units or less showed a percentage of failure which was much smaller than in the more heavily conditioned group. In the other college, although those admitted without conditions did show a certain percentage of failures it was much smaller than in the second group where it was again much smaller than in the third group. There was a corresponding distribution at graduation, those ad-

mitted without conditions furnishing relatively a much larger percentage of graduates in the highest third and a much lower percentage in the lowest third. Those not heavily conditioned and those more heavily conditioned showed progressively smaller percentages in the highest third and progressively higher percentages in the lowest third. As these institutions do not admit on certificate there was no opportunity for a comparison of the two methods.

The University of Pennsylvania was unable to complete its figures in time to submit them before last year's meeting. We had hoped to have statistics from Cornell, but they declined to supply them on the ground that so many of their students entered by means of a combination of various credentials that the results would be of little value, a conclusion at which the University of Pennsylvania has since arrived with regard to its students.

When our report was presented last year it was suggested that we obtain statistics from a number of colleges for women. This has proved to be a most fruitful suggestion. We applied to a number of colleges for women in addition to several colleges for men. Most of the latter found excellent reasons for declining to co-operate, but the former supplied us with the data on which all that is new in our report is based. In particular Mount Holyoke, Smith, Vassar and Wellesley, at a very considerable expenditure of time and labor furnished the desired data. One of these sent statistics for two classes, the others for one class each. Besides sending data for the two groups which we had undertaken to study they sent the figures for a third group, namely those admitted on a combination of certificate and examinations. This additional data has added much to the value of our study. It is of course true that the number of students from any one of these colleges would be insufficient to furnish a basis for any broad generalization. Even the total number, 1579, of whom only 95 entered wholly by examination, might be regarded as too small were it not for the fact that the results for the total are in exact accord with the results for each separate group and also for each of the classes in the college which sent figures for two classes: The results as shown by the percentage dropped for poor scholarship, the percentage graduating, the percentage of graduates in the highest, middle, and lowest

thirds of the class, respectively, are in agreement throughout; they are further in accord with the results of our preliminary study in so far as the latter are comparable with the former.

It may be well to recall at this point the familiar fact that there are marked differences in colleges in one important particular. Some colleges enforce entrance requirements rigidly and drop very few students; others are less rigid in the enforcements of entrance requirements but drop a larger percentage for poor scholarship. (We are not concerned here with colleges which do not maintain high college standards.) In consequence of this the percentage dropped from a given group in one college may be actually larger than that dropped from any group in another college, but if the percentages dropped from given groups in one college bear a constant relation to the percentages dropped from corresponding groups in the others the results are reliable for the purpose in hand.

In giving the results we have decided not to indicate the identity of the several colleges: the results in these four colleges are as follows:

TABLE A
PERCENTAGE DROPPED FOR POOR SCHOLARSHIP IN FIRST TWO YEARS

College	Admitted by Examination	Admitted by Certificate	Admitted by a combination of Examination and Certificate
A	3.22	*6.33	*10.78
B	2.94	11.13	10.52
C	9.1	*11.63	17.64
D	0.	6.33	14.93
TOTAL	3.15	9.46	13.62
ADMITTED WITHOUT CONDITIONS			
A	0	6.33	10.78
B	0	6.23	12.57
C	0	11.63	13.88
D	0	4.38	10.6
TOTAL	0	7.05	11.73

* No students admitted with conditions in these groups.

CHART A

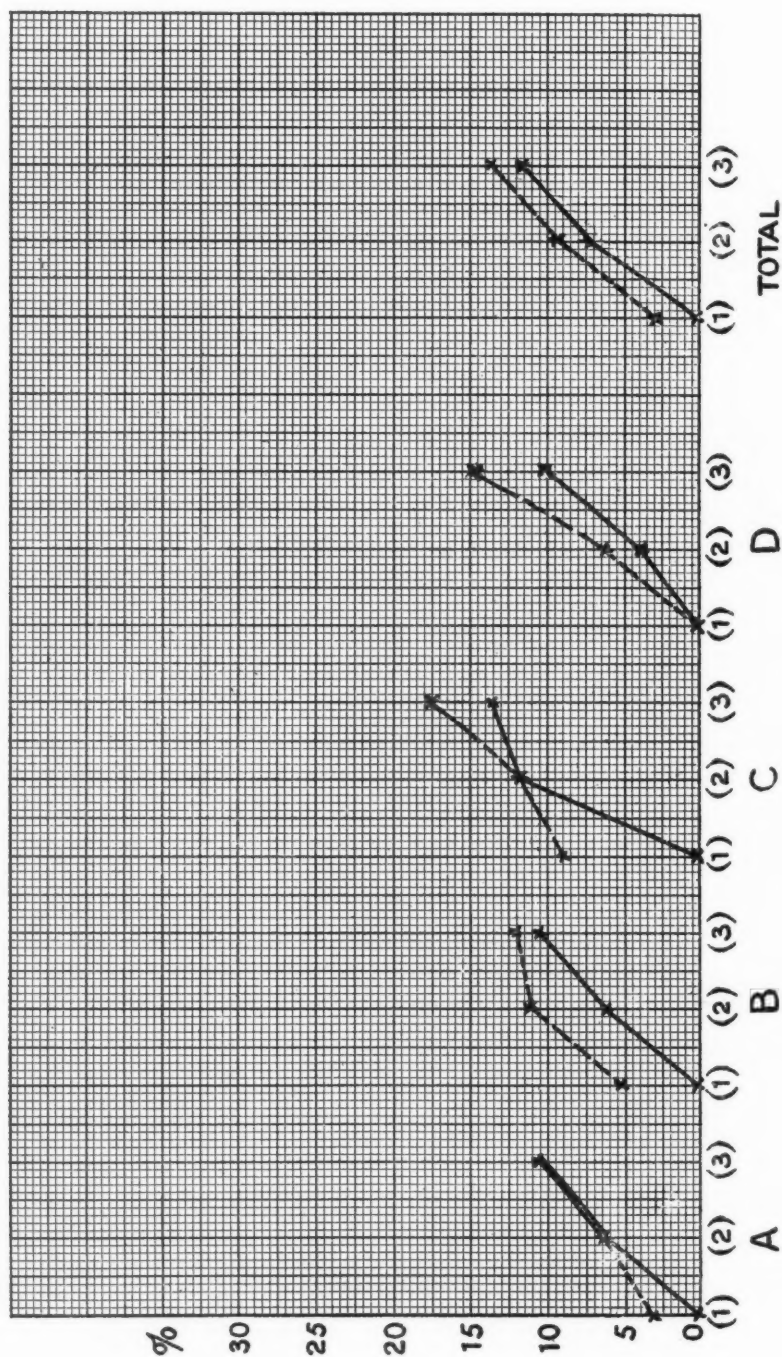


CHART A

Curves showing students dropped for poor scholarship in the first two college years.

A, B, C, D=the several colleges.

Solid line=curve for students admitted without conditions.

Broken line=curve for all students.

(1)=Scale for students admitted by examination.

(2)=Scale for students admitted by certificate.

(3)=Scale for students admitted by a combination of examination and certificate.

A and C report no conditioned students admitted to "2" and "3".

Students admitted by examination without conditions were not dropped for poor scholarship in either Freshman or Sophomore year, nor in the Junior year in the college which furnished the data for the Junior year. Indeed, students admitted by examinations *with conditions*, if the conditions did not exceed two units, were not dropped. The percentage of all students admitted by examination and dropped for poor scholarship is lower in every case than the percentage dropped from either of the other groups whether admitted with conditions or not. Those admitted by a combination of the two methods made the worst showing in all cases. The record for all the colleges taken together is entirely in agreement with that for each college taken separately—and we may add for each of the two classes in the college which sent records for two classes.

College *D* gave the figures for those dropped in the Junior year. All were from the group admitted by certificate. They have not been included in our totals. In College *B* statistics were given for students "discouraged," as well as for those dropped. These came from various groups and sub-groups. As no corresponding class appears in the statistics furnished by the other colleges and as they were not technically *dropped* for poor scholarship and as their inclusion would not affect the general character of the results they have been omitted from this report.

We had supposed that by the end of the course little, if any, difference would be found among those admitted by the different methods: the facts seem to be otherwise, though the differences are in some cases not so marked.

A comparison of the percentages from each group who graduated with their respective classes would seem to have some bearing on the question. We find the following results:

TABLE B
PERCENTAGE GRADUATING

College	Admitted by Examination	Admitted by Certificate	Admitted by a combination
A	76.12	65.11	
B	85.29	73.44	69.47
C	63.63	64.85	61.76
D	84.21	73.15	70.11
TOTAL	78.93	68.19	66.35

CHART B

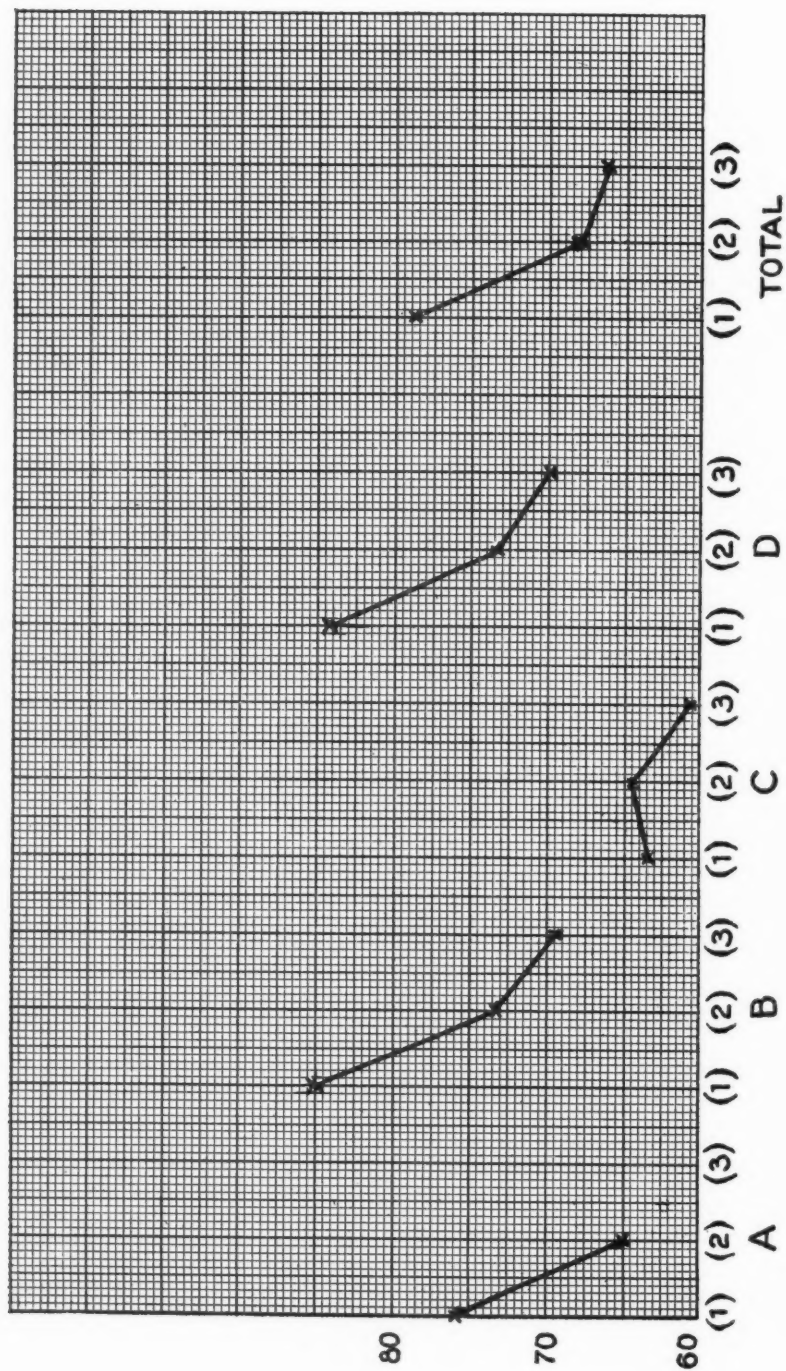


CHART B

Percentage graduating.

A, B, C, D=the respective colleges.

(1)=Scale for students admitted by examination.

(2)=Scale for students admitted by certificate.

(3)=Scale for students admitted by a combination of examination and certificate.

Data for (3) not furnished by College A and not included in total.

College A does not give the data for those admitted by a combination of credits. In all cases except C, where the numbers are very small for the group entering by examination the percentage remaining to graduate is in each case the largest for those entering by examination; and for the three colleges giving the necessary data the smallest percentage of graduates is found among those admitted by a combination of credentials. Again when we examine in the different groups, the proportion of graduates in the highest, middle and lowest thirds of the class the results are likewise interesting.

TABLE C
PERCENTAGE OF EACH GROUP GRADUATING IN THE 1ST, 2D AND LOWEST THIRDS
OF THE CLASS RESPECTIVELY

College	Admitted by Examination			Admitted by Certificate			Admitted by a combination		
	1st third	2d third	lowest third	1st third	2d third	lowest third	1st third	2d third	lowest third
A	39.13	34.18	26.08	37.8	37.8	24.3			
B	37.93	44.82	17.24	33.19	31.5	35.2	31.8	34.8	33.3
C	42.85	42.85	14.28	35.7	34.0	30.1	27.3	32.1	40.4
D	56.25	43.75	0	35.45	37.27	27.27	31.1	22.9	45.9
TOTAL	42.66	41.35	16	35.09	34.32	30.57	29.85	30.33	39.81

CHART C

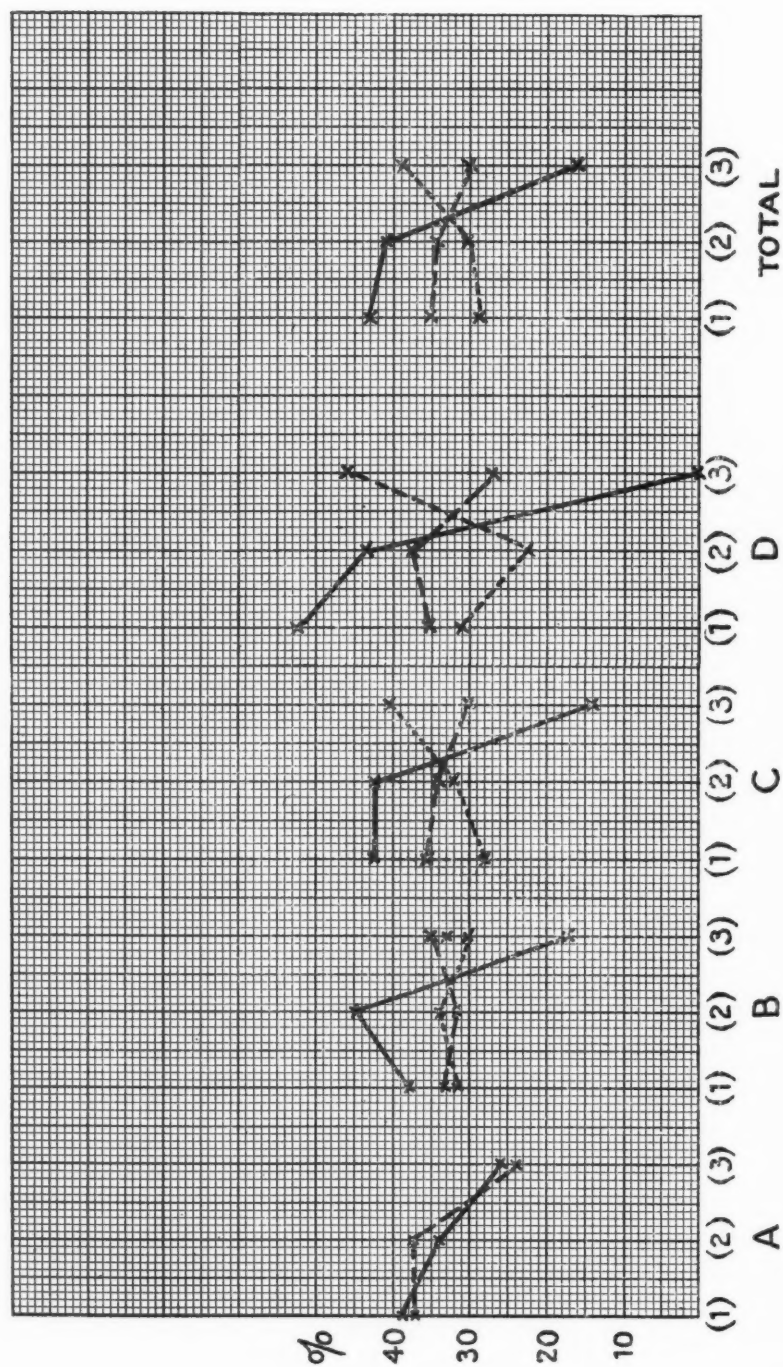


CHART C

Chart showing distribution at graduation.

Solid line=Students admitted by examination.

Broken line=Students admitted by certificate.

Dotted line=Students admitted by a combination of examination and certificate. (Data for this not given by College A.)

(1)=Scale for highest third of class.

(2)=Scale for middle third of class.

(3)=Scale for lowest third of class.

A, B, C, D=the several colleges studied.

In college A, which gives no figures for the group admitted by a combination of credentials, there is little difference between those admitted by examination and those admitted by certificate, though it must be remembered that in this college students are not admitted *with conditions* except on examination. The comparison is therefore between a selected group admitted by certificate and a group not so narrowly limited admitted by examination.

In colleges B, C and D, and in the total the percentage of graduates from the group admitted by examination who are found in the highest and middle thirds of the class is decisively greater than the percentage from those admitted by the other two methods, while in the lowest third precisely the reverse is the case. And this is true even in college C where again students are not admitted by certificate *with conditions*.

When we examine the records made by those admitted without conditions the differences are well marked and striking.

<p>TABLE D</p> <p>ADMITTED WITHOUT CONDITIONS</p> <p>PERCENTAGE OF EACH GROUP GRADUATING IN THE 1ST, 2D AND LOWEST THIRD OF THE CLASS RESPECTIVELY</p>												
College	Admitted by Examination			Admitted by Certificate			Admitted by a combination					
	1st third	2d third	lowest third	1st third	2d third	lowest third	1st third	2d third	lowest third	1st third	2d third	lowest third
A	62.5	37.5	0	37.8	37.8	24.3						
B	33.3	50	16.6	33.8	33.4	30.7	31.8	34.8	33.3			
C	60	40	0	35.7	34.0	30.1	27.3	32.1	40.4			
D	70	30	0	36.5	35.5	27.8	31.1	22.9	45.9			
TOTAL	51.23	41.46	7.31	35.6	35.4	28.8	33.3	30.0	36.58			

CHART D

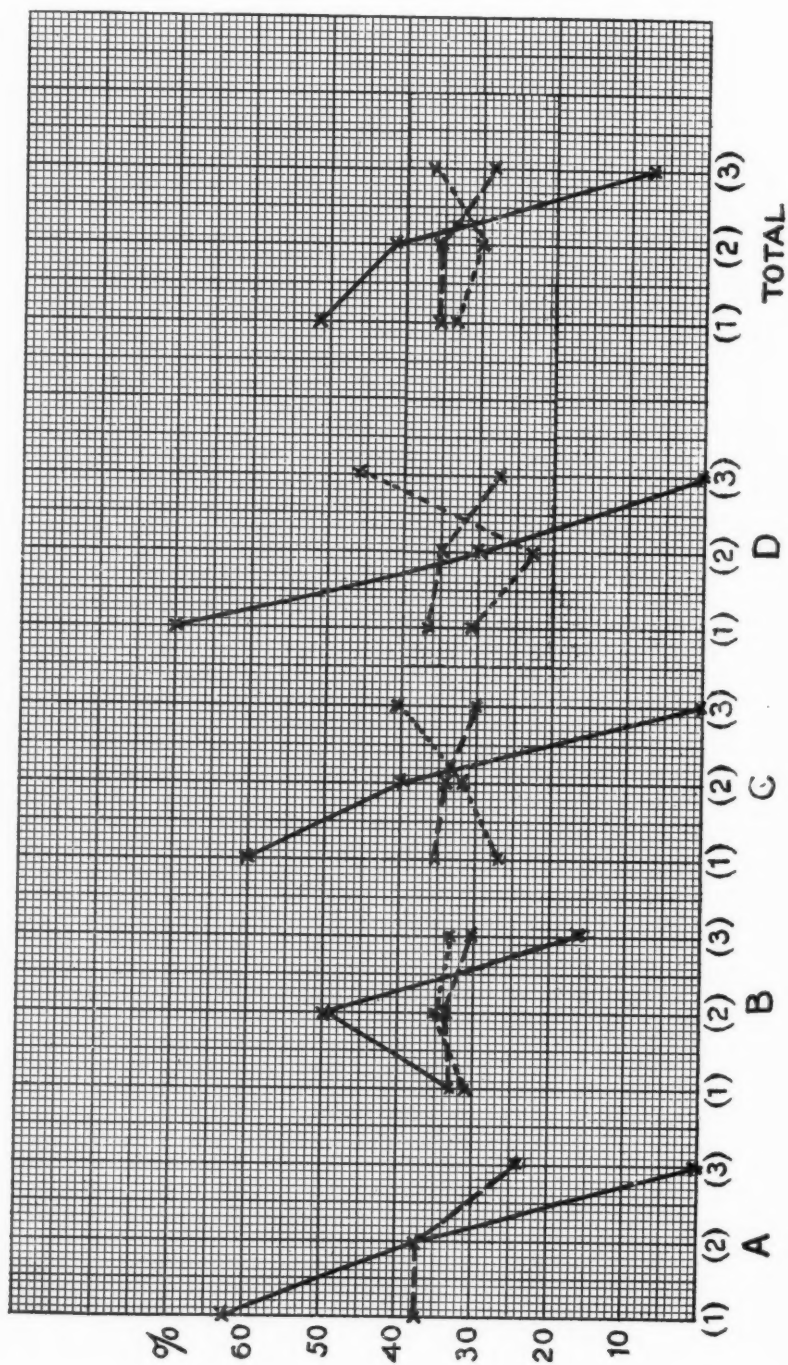


CHART D

Chart showing distribution at graduation of students admitted without conditions.

Solid line=Students admitted by examination.

Broken line=Students admitted by certificate.

Dotted line=Students admitted by a combination of examination and certificate.

(1)=Scale for highest third of class.

(2)=Scale for second third of class.

(3)=Scale for lowest third of class.

A, B, C, D=the several colleges concerned.

In only one of these colleges is any student admitted by examination without conditions to be found in the lowest third of the class while the percentage in the upper two-thirds of the class is very distinctly higher than for either of the other groups.

There can be no question as to what these statistics show. In this group of standard institutions where the certificate system is admirably administered, those admitted by examination do make, on the average, distinctly better records than those admitted by the other methods. Those admitted by a combination of the two methods furnish the highest percentage of those dropped. They are presumably candidates who cannot receive enough credit on their certificates to entitle them to admission, or at least to clear admission. This is, of course, true also of many of those who enter by examination, but it is quite evident that the examinations *in these colleges* are so administered as to make them genuine tests of preparation for college work. In colleges where the examinations were too easy or badly administered the results would be otherwise, but in the colleges supplying these statistics, as well as in the two examining colleges studied last year, the satisfactory character of examinations well administered is evident.

Most of your committee believe that these colleges are typical: that in any college having both systems well administered similar results would be found: that where examinations do not give good results it is because the examinations are bad or badly administered. Certainly the burden of proof is upon those who hold otherwise.

Members of the committee on whose behalf this report is presented:

- Prof. E. F. Buchner, Johns Hopkins University.
- Prof. E. B. Cowley, Vassar College.
- Prof. C. H. Jones, Registrar, Princeton University.
- Prof. J. P. Simmons, New York University.
- Dean Marion C. Reilly, Bryn Mawr College.
- Prof. Harlan Updegraff, University of Pennsylvania.
- Prof. Adam Leroy Jones, Columbia University, Chairman.

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NEW BUSINESS.

The secretary read an invitation from Professor Nicholson, of Wesleyan, to send delegates to a conference of representatives of the certifying boards of the New England, Southern, and Northwestern Associations. Upon motion the incoming president appointed two delegates: Professor George Gailey Chambers, University of Pennsylvania, and Principal John Denbigh, Morris High School.

RE-APPOINTMENTS.

Delegate to the National Conference Committee on Standards: Dean Frederic P. Keppel.

Delegates to Committee on Uniform Entrance Requirements in English: Professor Francis H. Stoddard, Professor Clarence G. Child, Principal Theodore C. Mitchill.

Representatives on College Entrance Examination Board: Headmaster Wilson Farrand, Principal John H. Denbigh, Principal Frank Rollins, Principal James L. Patterson, Principal Stanley R. Yarnall.

Upon motion of President Fell, the secretary was instructed to convey to President and Mrs. Godfrey, and to the members of the faculty of The Drexel Institute, the thanks of the Association and its high appropriation of the cordiality and hospitality which made the convention of this year most pleasurable and agreeable.

LIST OF MEMBERS, 1915-16*

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
Adelphi College.....	Brooklyn, N. Y. (Clifton Pl., St. James Pl. and Lafayette Av.)	Frank D. Blodgett, Ph.D.
Agnes Irwin School.....	Philadelphia (2011 De Lancey Pl.).....	(Miss) Josephine A. Natt.
Albright College.....	Myerstown, Pa.....	L. C. Hunt.
Alcuin Preparatory School....	11½ W. 86th St., New York City	(Miss) Grace Kupfer.
Alfred University.....	Alfred, N. Y.....	Boothe C. Davis, Ph.D.
Allegheny College.....	Meadville, Pa.....	William H. Crawford, D.D.
Allentown Preparatory School	Allentown, Pa.....	Frank G. Rigman.
Arundell School for Girls....	Baltimore Md. (625 St. Paul St.).....	Elizabeth Maxwell Carroll.
Asbury Park High School....	Asbury Park, N. J....	Frederick S. Shepherd, Ph.D.
Baldwin School.....	Bryn Mawr, Pa.....	(Miss) Elizabeth F. Johnson.
Baltimore City College.....	Baltimore, Md.....	Wilbur F. Smith.
Baltimore Polytechnic Institute	Baltimore, Md. (311 Courtland St.).....	William R. King, U.S.N.
Barnard School for Boys.....	New York City (721 St. Nicholas Av.)...	Wm. L. Hazen.
Barnard School for Girls....	421 W. 148th St., New York City	Wm. L. Hazen.
Barringer High School.....	Newark, N. J.....	Wayland E. Stearns.
Berkeley Institute.....	Brooklyn, N. Y. (181 Lincoln Pl.).....	Henry White Callahan, Ph. D.
Bethlehem Preparatory School.	Bethlehem, Pa.....	H. A. Foering.
Birmingham School for Girls..	Birmingham, Pa.....	A. R. Grier.
Blair Academy.....	Blairstown, N. J.....	John C. Sharpe.
Bordentown Military Inst....	Bordentown, N. J....	Rev. Thompson H. Landon, D.D.
Boys' High School.....	Brooklyn, N. Y.....	James Sullivan, Ph.D.
Boys' High School.....	Reading, Pa.....	Robert S. Birch.
Brearley School.....	New York City (17 W. 44th St.).....	James G. Croswell.
Bryn Mawr College.....	Bryn Mawr, Pa.....	M. Carey Thomas Ph.D., LL.D.
Bryn Mawr School.....	Baltimore, Md. (Cathedral and Preston Sts.).....	Edith Hamilton.
Bucknell University.....	Lewisburg, Pa.....	John H. Harris, D.D.
Bushwick High School.....	379 Evergreen Ave., Brooklyn, N. Y....	Frank Rollins.
Caldwell High School.....	Caldwell, N. J.....	Clarence E. Hedden.
Camden High School.....	Camden, N. J.....	Clara S. Burrough.
Canisius College.....	Buffalo, N. Y.....	Rev. Augustine A. Miller, S.J.
Catholic University of America	Washington, D. C....	Rt. Rev. Thomas J. Shahan, D.D.
Central High School.....	Philadelphia (Broad and Green Sts.)....	Robert Ellis Thompson, Ph.D., D.D.
Chester High School.....	Chester, Pa.....	Joseph G. Smedley.
Chestnut Hill Academy.....	Chestnut Hill, Pa....	James L. Patterson.
Colgate University.....	Hamilton, N. Y.....	Elmer Burritt Bryan, LL.D.
College of the City of New York	New York City.....	Sidney Edward Mezes, Ph.D., LL.D.
College of St. Elizabeth.....	Convent, N. J.....	Sister Mary Pauline.
College of St. Francis Xavier..	New York City (30 W. 16th St.).....	Rev. Thomas White, S.J.
Collegiate School.....	New York City (241 W. 77th St.).....	Arthur F. Warren.
Columbia Grammar School....	New York City (34 E. 51st St.).....	Francis F. Wilson.
Columbia High School.....	Columbia, Pa.....	Mary Y. Welsh.
Columbia University.....	New York City.....	Nicholas Murray Butler, LL.D.

*Members are requested to send the Secretary notice of any changes to be made in this list. The only degrees printed are those of the doctorate, in order to ensure correct addressing.

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
Cornell University.....	Ithaca, N. Y.....	J. G. Schurman LL.D.
Dearborn-Morgan School.....	Orange, N. J.....	(Miss) C. R. Clark.
Delaware College.....	Newark, Del.....	S. C. Mitchell, Ph.D.
DeWitt Clinton High School..	New York City.....	John L. Tildsley, Ph.D.
Dickinson College.....	Carlisle, Pa.....	James H. Morgan, Ph.D.
Dobbs Ferry High School....	Dobbs Ferry, N. Y..	B. M. Sheppard.
Drexel Institute	Philadelphia, Pa.....	Hollis Godfrey, Ph.D.
Eastern District High School..	Brooklyn, N. Y. (Drigg's Ave. and S. 3d St.).....	William T. Vlymen, Ph.D.
Eastern High School.....	Baltimore, Md.....	E. J. Becker, Ph.D.
Easton High School.....	Easton, Pa.....	E. C. Brinker, Jr.
East Orange High School....	East Orange, N. J....	Ralph E. Files.
Emma Willard School.....	Troy, N. Y.....	Elisa Kellas, Ph. D.
Episcopal Academy.....	Philadelphia, Pa.....	Rev. Philip Steinmetz, Jr.
Erasmus Hall High School....	Brooklyn, N. Y.....	Walter B. Gunnison.
Ethical Culture School.....	New York City (Central Park W. and 63d St.).....	Henry A. Kelly. { E. M. Hartman. { T. G. Helm.
Franklin and Marshall Acad...	Lancaster, Pa.....	Rev. Henry Harbaugh Apple, D.D.
Franklin and Marshall College.	Lancaster, Pa.....	Friedrich Otto Koenig, J. U. D.
Franklin School	New York City.....	
Friends' Central High School..	Philadelphia (15th and Race Sts.).....	W. Elmer Barrett.
Friends' School.....	Park Place, Balti- more, Md.....	E. C. Wilson.
Friends' School.....	Germantown, Phila. (Coulter St.).....	Stanley R. Yarnall.
Friends' School.....	Wilmington, Del.....	Herschel A. Norris.
Friends' Select School.....	Philadelphia (140 N. 16th St.).....	Walter W. Haviland.
Friends' Seminary.....	New York City (226 E. 16th St.).....	Edward B. Rawson.
Gallaudet College.....	Washington, D. C....	Percival Hall.
George School.....	George School, Pa....	George A. Walton.
Georgetown College.....	Washington, D. C....	Rev. Joseph Himmell, S.J.
George Washington University	Washington, D. C....	Chas. Herbert Stockton, LL.D.
Germantown Academy.....	Philadelphia (Gtn.)..	Samuel E. Osbourn.
Germantown High School....	Philadelphia, Pa.....	Harry F. Keller, Ph.D.
Gilman Country School.....	Roland Park, Md....	Frank Woodworth Pine.
Girls' High School.....	Brooklyn N. Y.....	W. L. Felter, Ph.D.
Goucher College.....	Baltimore, Md.....	William Wesley Guth, Ph.D.
Gunston Hall.....	Washington, D. C. (1906 Florida Ave.)	Mrs. Beverly R. Mason.
Hackensack High School....	Hackensack, N. J....	George L. Bennett.
Halsted School.....	Yonkers, N. Y.....	(Miss) Mary Sicard Jenkins.
Hamilton College.....	Clinton, N. Y.....	M. Woolsey Stryker, D.D., LL.D.
Haverford College.....	Haverford, Pa.....	Isaac Sharpless, LL.D.
Haverford School.....	Haverford, Pa.....	E. M. Wilson.
Hill School.....	Pottstown, Pa.....	Alfred G. Rolfe.
(Miss) Hills' School for Girls.	1808 Spruce St., Phila.	Mrs. Elizabeth Hills Lyman.
Hobart College.....	Geneva, N. Y.....	Lyman P. Powell.
Holman School for Girls.....	Philadelphia (2209 Walnut St.).....	Elizabeth Braley.
Holton Arms School.....	Washington, D. C. (2125 S St.).....	Mrs. Jessie M. Holton.
Hood College	Frederick, Md.....	Joseph H. Apple, Ph.D.
Horace Mann School for Boys	Fieldston, N. Y. City	Virgil Prettyman, Ph.D.
Horace Mann School for Girls	120th St. and Broad- way, New York....	Henry C. Pearson.
Howard University.....	Washington, D. C....	Stephen M. Newman.
Hunter College of the City of New York	New York City.....	George S. Davis, Ph.D.
Irving School.....	New York City (35 W. 84th St.).....	Louis Dwight Ray, Ph.D.

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
Jamaica High School.....	Jamaica, N. Y. City..	Theodore C. Mitchill.
Johns Hopkins University.....	Baltimore, Md.....	Frank J. Goodnow, LL.D.
Juniata College.....	Huntingdon, Pa.....	J. Harvey Brumbaugh, Ph.D.
Kent Place School.....	Summit, N. J.....	Mrs. Sarah Woodman Paul.
Lafayette College.....	Easton, Pa.....	John H. MacCracken, Ph.D., LL.D.
Lansdowne High School.....	Lansdowne, Pa.....	Walter L. Philips.
La Salle College.....	Philadelphia, Pa.....	Brother D. Edward.
Lawrenceville School.....	Lawrenceville, N. J..	S. J. McPherson, Ph.D.
Lebanon Valley College.....	Annville, Pa.....	G. D. Gossard, D.D.
Lehigh University.....	S. Bethlehem, Pa....	Henry Sturgis Drinker, LL.D.
Linden Hall Seminary.....	Lititz, Pa.....	Rev. Charles D. Kreider.
Loyola School.....	New York City (65 E. 83d St.).....	Rev. David W. Hearn, S.J.
McDonogh School.....	McDonogh, Md.....	M. H. Bowman, Jr.
Mackenzie School.....	Monroe, N. Y.....	Rev. James C. Mackenzie, Ph.D.
(Miss) Madeira's School.....	Washington, D. C. (1326 19th St.)....	Lucy Madeira.
Maher Preparatory School....	Witherspoon Bldg., Phila.....	John F. Maher.
Manhattan College.....	New York City (Grand Boulevard and 131st St.).....	Rev. Brother Edward.
Manual Training and High School.....	Camden, N. J.....	Clara S. Burrough.
Manual Training High School.	Brooklyn, N. Y.....	Charles D. Larkins.
Maryland State Normal School	Baltimore, Md.....	Miss Sarah E. Richmond.
Mercersburg Academy.....	Mercersburg, Pa.....	William Mann Irvine, Ph.D.
Mohegan Lake School.....	Mohegan, N. Y.....	{ C. H. Smith. { Albert E. Linder.
Montclair Academy.....	Montclair, N. J.....	John G. Mac Vicar.
Montclair High School.....	Montclair, N. J.....	H. W. Dutch.
Moravian College and Theo- logical Seminary.....	Bethlehem, Pa.....	Albert G. Rau, Ph.D., Dean.
Moravian Parochial School...	Bethlehem, Pa.....	Edward C. Roest.
Moravian Seminary and Col- lege for Women.....	Bethlehem, Pa.....	Rev. J. H. Clewell, Ph.D.
Morris High School.....	New York City (Bos- ton Road and 166th St.).....	John H. Denbigh.
Muhlenberg College.....	Allentown, Pa.....	Rev. John A. W. Haas, D.D.
Narberth High School.....	Narberth, Pa.....	William T. Melchior.
Newark Academy.....	Newark, N. J.....	Wilson Farrand.
New York Military Academy.	Cornwall-on-Hudson, N. Y.	Sebastian C. Jones.
New York State College for Teachers.....	Albany, N. Y.....	Abraham R. Brubacher.
New York University.....	New York City.....	Elmer Ellsworth Brown, LL. D.
Northeast High School for Girls.....	Philadelphia, Pa.....	William D. Lewis.
Northeast Manual Training High School.....	Philadelphia, Pa.....	Andrew J. Morrison, Ph.D.
Packer Institute.....	Brooklyn, N. Y.....	Edward J. Goodwin, Ph.D.
Peddle Institute.....	Hightstown, N. J....	Roger W. Swetland.
Pennsylvania College.....	Gettysburg Pa.....	W. A. Granville.
Pennsylvania State College...	State College, Pa....	E. E. Sparks, Ph.D.
Perkiomen Seminary.....	Pennsburg, Pa.....	Rev. O. S. Kriebel.
Philadelphia High School for Girls.....	Philadelphia, Pa.....	(Miss) Katherine Puncheon.
Philadelphia Normal School for Girls.....	Philadelphia, Pa.....	J. Eugene Baker.
Princeton University.....	Princeton, N. J.....	John G. Hibben, LL.D.
Ridgefield Park High School.	Ridgefield Park, N.J.	Oscar E. Swanson.
Riverview Academy.....	Poughkeepsie, N. Y..	Joseph B. Bisbee.
Rutgers College.....	New Brunswick, N. J.	W. H. S. Demarest, D.D.
Rye Seminary.....	Rye, N. Y.....	The Misses Stowe.
St. Agatha.....	New York City (553 West End Ave.)...	Emma G. Sebring.

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
St. Agnes School.....	Albany, N. Y.....	Matilda Gray.
St. John's College.....	Annapolis, Md.....	Thomas Fell, LL.D.
St. John's College, Fordham University	New York City.....	Rev. Joseph A. Mulry.
St. John's School	Manlius, N. Y.....	William Verbeck.
St. Lawrence University.....	Canton, N. Y.....	Rev. Almon Gunnison, D.D., LL.D.
St. Luke's School.....	Wayne, Pa.....	Charles Henry Strout.
St. Paul's School.....	Garden City, L. I....	Walter R. Marsh.
St. Stephen's College.....	Annandale, N. Y....	Rev. William C. Rodgers, D. D.
Schuylkill Seminary	Reading, Pa.	Warren F. Teel.
Shady Side Academy.....	Pittsburg, Pa. (5035 Castleman St.)....	Luther B. Adams.
Shippen School.....	Lancaster, Pa.....	Emily R. Underhill.
Sidwells' Friends' School.....	Washington, D. C. (1809 I St. N. W.)	Thomas W. Sidwell.
Springside	Chestnut Hill, Phila., Pa.	(Miss) C. S. Jones.
State Model School.....	Trenton, N. J.....	James M. Green, Ph.D., LL.D.
State Normal School.....	West Chester, Pa....	G. M. Phillips, Ph.D.
Staten Island Academy.....	New Brighton, N. Y.	Frank R. Page.
Stevens Institute of Technology	Hoboken, N. J.....	Alexander C. Humphreys, LL.D.
Stuyvesant High School.....	New York City (345 E. 15th St.).....	Ernest R. Von Nardroff, Ph.D.
Swarthmore College.....	Swarthmore, Pa.....	Joseph Swain, LL.D.
Swarthmore High School.....	Swarthmore, Pa.....	H. Chalmers Stuart.
Syracuse University.....	Syracuse, N. Y.....	Rev. Jas. Roscoe Day, S.T.D., LL.D.
Temple College.....	Philadelphia, Pa....	Rev. R. H. Conwell.
Thurston Preparatory School..	Pittsburgh, Pa. (Shady Av.)	Alice M. Thurston.
Tome School for Boys.....	Port Deposit, Md....	Thomas S. Baker, Ph.D.
Trinity School	New York City (147 W. 91st St.).....	Rev. Lawrence T. Cole, Ph. D., D.D.
Union College.....	Schenectady, N. Y....	Charles Alexander Richmond, D.D.
University of Maryland.....	Baltimore, Md.....	Bernard Carter, LL.D.
University of Pennsylvania....	Philadelphia, Pa....	Edgar F. Smith, Sc.D., LL.D.
University of Pittsburgh.....	(Grant Blvd.) Pittsburgh, Pa.	Samuel B. McCormick, D.D., LL.D.
University of Rochester.....	Rochester, N. Y.....	Push Rhees, LL.D.
Univ. of the State of N. Y....	Albany, N. Y.....	John H. Finley, Ph.D., LL.D.
Ursinus College.....	Collegeville, Pa....	George L. Omwake, Ph.D.
Vassar College.....	Poughkeepsie, N. Y..	Henry Noble MacCracken, LL.D.
Wadleigh High School.....	New York City (114th St. and 7th Av.)...	Stuart H. Rowe.
Washington and Jefferson College	Washington, Pa.....	Frederick W. Hinitt, D.D., LL.D.
Washington College.....	Chestertown, Md....	James W. Cain, LL.D.
Waynesboro High School....	Waynesboro, Pa....	Werner E. De Turck.
Wells College.....	Aurora, N. Y.....	Kerr D. Macmillan, Ph.D.
West Chester High School....	West Chester, Pa....	R. W. Reckard.
Western High School.....	Baltimore, Md.....	David E. Weglein.
Western High School	Washington, D. C....	Edith C. Westcott.
West High School.....	Rochester, N. Y.....	William M. Bennett.
West Philadelphia High School for Girls.....	47th and Walnut Sts., Philadelphia, Pa....	Parke Schoch.
Westtown Boarding School....	Westtown Pa.....	William F. Wickersham.
William Penn Charter School	Philadelphia, Pa.....	Richard M. Jones, LL.D.
William Penn High School for Girls	Philadelphia (15th and Wallace Sts.)..	W. D. Lewis
Williamsport Dickinson Seminary	Williamsport, Pa....	B. C. Conner, D.D.
Wilmington High School.....	Wilmington, Del....	A. Henry Berlin.
Wilson College.....	Chambersburg, Pa....	Ethelbert D. Warfield, LL.D.
Yeates School.....	Lancaster, Pa.....	John H. Schwacke.
Yonkers High School.....	Yonkers, N. Y.....	William A. Edwards.
York Collegiate Institute.....	York, Pa.....	Rev. E. T. Jeffers, D.D., LL.D.
Miss Ella Gordon Stuart.....	Germantown, Phila., Pa. (155 W. Walnut St.)	

DELEGATES REGISTERED, 1915.

- ALBRIGHT COLLEGE, *Myerstown, Pa.* H. Franklin Schlegel, C. S. Kelchner.
ALBRIGHT PREPARATORY SCHOOL, *Myerstown, Pa.* O. I. Albright, Head Master.
ALFRED UNIVERSITY, *Alfred, N. Y.* Booth C. Davis, President; Katherine H. Porter.
ALLEGHENY COLLEGE, *Meadville, Pa.* Ernest A. Smith.
ALLENTOWN COLLEGE FOR WOMEN, *Allentown, Pa.* Clara E. Seale.
ALLENTOWN PREPARATORY SCHOOL, *Allentown, Pa.* Frank G. Sigman, Principal; Mrs. F. G. Sigman, Matron.
AMBLER HIGH SCHOOL, *Ambler, Pa.* J. M. Fisher, Principal.
BALDWIN SCHOOL, *Bryn Mawr, Pa.*, Ruth Wells.
BATTIN HIGH SCHOOL, *Elizabeth, N. J.* W. F. Little.
BERNARDS HIGH SCHOOL, *Bernardsville, N. J.* A. B. Yerger.
BEECHWOOD, *Jenkintown, Pa.* Thomas F. Marshall, Registrar.
BETHLEHEM PREPARATORY SCHOOL, *Bethlehem, Pa.* J. M. Tuggery, Head Master.
BIDDLE (GEORGE) HIGH SCHOOL, *Cecilton, Md.* Mary Emily Clark, Principal.
BIRMINGHAM SCHOOL FOR GIRLS, *Birmingham, Pa.* Catherine Allen, Principal; Miss N. J. Davis.
BLAIR ACADEMY, *Blairstown, N. J.* John C. Sharpe, Principal.
BOYS' HIGH SCHOOL, *Brooklyn, N. Y.* James Sullivan, Principal; C. A. Bergstresser Ernest Riess.
BOYS' HIGH SCHOOL, *Reading, Pa.* Robert S. Birch, Principal; George Beggs, Vice-Principal; Charles F. Ferry, Elane J. Snyder.
BRYN MAWR COLLEGE, *Bryn Mawr, Pa.* Arthur L. Wheeler.
BRYN MAWR SCHOOL, *Baltimore, Md.* Dr. Mary Sherwood, Medical Director.
BUCKNELL UNIVERSITY, *Lewisburg, Pa.* Edwin Pervine.
CAMDEN HIGH SCHOOL, *Camden, N. J.* Mary McC. Brown, Minnie H. Eckels, J. Beatty Ritter.
CENTRAL HIGH SCHOOL, *Philadelphia, Pa.* James M. Hill, Abraham L. Spencer.
CHARLTON SCHOOL, *New York, N. Y.* Valentine L. Chandor, Vice-Principal.
CHELTENHAM HIGH SCHOOL, *Elkins Park, Pa.* Horace C. Jenkins.
CHESTER HIGH SCHOOL, *Chester, Pa.* Joseph G. E. Smedley, Principal; Alice Birtwell, Victor H. Boell, Evelina D. Caldwell, Elizabeth T. Doherty, Albert J. Dorn, Martha W. Doyle, Caroline M. Jackson, Laura Lamb, George W. Pedlow, Laura E. Reaney, M. Lillian Ross, Margaret C. Stetser, Florence Williams.
CHESTNUT HILL ACADEMY, *Chestnut Hill, Pa.* Allan R. Bensinger.
COLLEGE OF THE CITY OF NEW YORK, *New York, N. Y.* Lewis F. Mott.
COLLEGE OF SAINT ELIZABETH, *Convent Station, N. J.* Sister Marie Elise, Dean Sister; Mary Vincent.
COLUMBIA HIGH SCHOOL, *Columbia, Pa.* Mary J. Welsh, Principal.

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- COLUMBIA UNIVERSITY, *New York, N. Y.* F. P. Keppel, Dean; Adam L. Jones, Director of Admissions; Franklin T. Baker, Charles C. Grove, Meline I. Manchester, William Addison Harvey, George L. Meylan.
- COMMERCIAL HIGH SCHOOL, *Brooklyn, N. Y.* William Faivley, Principal.
- CORNELL UNIVERSITY, *Ithaca, N. Y.* David F. Hoy, Registrar.
- DELAWARE COLLEGE, *Newark, Del.* W. Owen Sypherd, George E. Dutton.
- DICKINSON COLLEGE, *Carlisle, Pa.* Mervin G. Filler, Dean; C. W. Prettyman, B. O. McIntire.
- DICKINSON HIGH SCHOOL, *Jersey City, N. J.* Willina Barrick, Emma A. Chapman.
- EAST ORANGE HIGH SCHOOL, *East Orange, N. J.* Ralph E. Files, Principal; Eugenia Marvin.
- ELMIRA COLLEGE, *Elmira, N. Y.* A. H. Norton.
- EASTERN HIGH SCHOOL, *Baltimore, Md.* Ernest J. Becker, Principal; Katherine Marion Lewis, Vice-Principal.
- EPISCOPAL ACADEMY, *Philadelphia, Pa.* Fred J. Doolittle, Edward D. Fitch, Bruce L. Fleming.
- FRANKLIN GRAMMAR SCHOOL, *Chester, Pa.* Clara B. Waite.
- FRANKLIN SCHOOL, *New York City, N. Y.* Edward B. Chamberlain.
- FRIENDS' CENTRAL SCHOOL, *Philadelphia, Pa.* W. E. Barrett, Principal; A. Jennie Cornell, George L. McCracken, Mary H. Whitson.
- FRIENDS' SELECT SCHOOL, *Philadelphia, Pa.* Walter W. Haviland, Principal; Caroline E. DeGreene, William V. Dennis, Mary Anna Jones.
- FRIENDS' SCHOOL, *Baltimore, Md.* Edward C. Wilson, Principal.
- FRIENDS' SCHOOL, *Wilmington, Del.* Herschel A. Norris, Principal.
- GALLAUDET COLLEGE, *Washington, D. C.* Edw. Allen Fay, Vice-President.
- GEORGETOWN COLLEGE, *West Washington, D. C.* Rev. John F. Quirk.
- GEORGE SCHOOL, *George School, Pa.* George A. Walton, Principal; George H. Nutt, Vice-Principal; Emily Atkinson, F. A. Crozier, A. L. DeGreene, Eleanor G. Hirst, Mildred Keller, Mary B. Kirk, Margaret J. Ross, Anne Russell, Margaret A. Smith, N. W. Swayne, Belle VanSant, Emma J. Wilson.
- GEORGE WASHINGTON UNIVERSITY, *Washington, D. C.* H. L. Hodgkins, Dean.
- GERMANTOWN ACADEMY, *Germantown, Philadelphia, Pa.* G. H. Deacon, S. E. Osbourne, W. S. Truesdell, Frederic E. Whitney.
- GERMANTOWN FRIENDS' SCHOOL, *Germantown, Pa.* Stanley R. Yarnall, Principal; Harry A. Domincovich, Jane Shoemaker Jones, Edith H. Knight.
- GERMANTOWN HIGH SCHOOL, *Germantown, Pa.* Mary S. Holmes, A. L. Cole, Esther Davis, Garton S. Greene, C. B. Hardcastle, Alice M. Hutchings, E. Elizabeth Lathrop, Willard L. Lowery, Ruth Munhall, Bertha Rosenheimer, H. P. Rothermund.
- GILMAN COUNTY SCHOOL, *Roland Park, Baltimore, Md.* Frank W. Price, Head Master.
- GIRARD COLLEGE, *Philadelphia, Pa.* D. Melchior.
- GIRLS' HIGH SCHOOL, *Reading, Pa.* Anna M. Swartz.
- GOUCHER COLLEGE, *Baltimore, Md.* Eleanor L. Lord, Dean; Lillian Welsh.

- GOUZAGA HIGH SCHOOL, *Washington, D. C.* Rev. F. P. Donnelly.
 HALSTEAD SCHOOL, *Yonkers, N. Y.* Mary S. Jenkins, Principal.
 HARVARD UNIVERSITY, *Cambridge, Mass.* Roger B. Merriman.
 HATBORO HIGH SCHOOL, *Hatboro, Pa.* L. M. Dorfman.
 HAVERFORD COLLEGE, *Haverford, Pa.* Isaac Sharpless, President; William W. Baker, Richard Mott Gummere, Rayner W. Kelsey, Frederick Palmer, Jr., Dean.
 HAVERFORD SCHOOL, *Haverford, Pa.* John N. Garriges, E. W. C. Jackson, Stephen B. Tnoweton, A. C. Tyler.
 HIGH SCHOOL OF COMMERCE, *Brooklyn, N. Y.* Alfred C. Bryan.
 HILL SCHOOL, *Pottstown, Pa.* Dwight R. Meigs.
 MISS HILL'S SCHOOL, *Philadelphia, Pa.* Ethel H. Bardwell, Helen Jackson, Edith LaRue Jones, Caroline L. Steele.
 HOBART COLLEGE, *Geneva, N. Y.* John Ernest Lansing, Registrar.
 HOLMAN SCHOOL FOR GIRLS, *Philadelphia, Pa.* Elizabeth W. Bradley, Principal; Edith Chambers, Laura G. Gibbs, Helen Kirk.
 HOLTON-ARMS SCHOOL, *Washington, D. C.* Mary F. Dixon.
 HOOD COLLEGE, *Frederick, Md.* Joseph H. Apple, President; W. A. Lantz.
 HORACE MANN SCHOOL FOR BOYS, *New York City, N. Y.* Virgil Prettyman.
 HUNTER COLLEGE, *New York City, N. Y.* Julia R. S. Chellborg, Elizabeth B. Collier, Edgar Dawson, Charlotte L. Friess, Luise Haessler, C. F. Kayser, Helen H. Tauzer, Evelyn Walker, Blanche Colton Williams, Helen L. Young.
 JOHNS HOPKINS UNIVERSITY, *Baltimore, Md.* Murray P. Brush, Acting Dean; David M. Robinson, John Martin Vincent.
 KENT PLACE SCHOOL, *Summit, N. J.* Katherine J. Lane, Augusta Vuillemin, A. S. Woodman.
 LAFAYETTE COLLEGE, *Easton, Pa.* John H. MacCracken, President; Prof. W. M. Smith, James G. Stradling, James W. Tupper.
 LANDSOWNE HIGH SCHOOL, *Landsowne, Pa.* Walter S. Philips.
 LASALLE COLLEGE, *Philadelphia, Pa.* Bro. D. Edward, President; T. J. Murphy, George J. Noeth.
 LAWRENCEVILLE SCHOOL, *Lawrenceville, N. J.* Fletcher Durell.
 LEHIGH UNIVERSITY, *South Bethlehem, Pa.* John L. Stewart, C. L. Thornburg.
 MADISON HIGH SCHOOL, *Madison, N. J.* E. M. Sanford.
 MAHER PREPARATORY SCHOOL, *Philadelphia, Pa.* John T. Maher, Principal.
 MANHATTAN COLLEGE, *New York City, N. Y.* Brother Edward, President.
 MANUAL TRAINING AND HIGH SCHOOL, *Camden, N. J.* Clara S. Burrough, Alice Mason Reeve.
 MONTCLAIR HIGH SCHOOL, *Montclair, N. J.* Howard F. Hart.
 MEDIA HIGH SCHOOL, *Media, Pa.* W. C. Joslin, Jay W. Worrall.
 MERCERSBURG ACADEMY, *Mercersburg, Pa.* M. A. Gibson, James Gelwix Miller.
 MORAVIAN COLLEGE, *Bethlehem, Pa.* Albert G. Rau, Dean.
 MORRIS HIGH SCHOOL, *New York City, N. Y.* John H. Benbigh, Principal.
 MONTCLAIR ACADEMY, *Montclair, N. J.* William H. Miller.
 MOORESTOWN PUBLIC SCHOOL, *Moorestown, N. J.* George C. Baker, Byron E. Foster.

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- NEWARK ACADEMY, *Newark, N. J.* Wilson Farrand, Head Master.
 NEWTON HIGH SCHOOL, *Newtown, Pa.* Golden M. Flack.
 NEW YORK MILITARY ACADEMY, *Cornwall-on-Hudson, N. Y.* Col. Sebastian Jones.
 NEW YORK STATE COLLEGE FOR TEACHERS, *Albany, N. Y.* Leonard A. Blue, Dean.
 NEW YORK UNIVERSITY, *New York City, N. Y.* Francis N. Stoddard, Dean; J. P. Summons.
 NORRISTOWN HIGH SCHOOL, *Norristown, Pa.* A. D. Eisenbower, Principal; Jennie Roberts.
 NORTHEAST HIGH SCHOOL, *Philadelphia, Pa.* Vincent B. Brecht, Benjamin Reibstein, Ellis A. Schnabel, George F. Stradling.
 PACKER COLLEGIATE INSTITUTE, *Brooklyn, N. Y.* Rachel R. Hiller, Kate M. Ward.
 PARK SCHOOL, *Baltimore, Md.* Eugene Randolph Smith, F. M. Froelcher.
 PEDDIE INSTITUTE, *Hightstown, N. J.* R. W. Swetland, Head Master; Clinton E. Risley.
 PENNSYLVANIA COLLEGE, *Gettysburg, Pa.* W. A. Granville, President; S. M. Keeny, H. R. Shipherd.
 PERKIOMEN SEMINARY, *Pennsburg, Pa.* Oscar S. Kriebel, Principal; H. Fauster Hoover, John C. Meyers, C. L. S. Raby.
 PHILADELPHIA HIGH SCHOOL FOR GIRLS, *Philadelphia, Pa.* Katharine E. Puncheon, Principal; Virginia Baldwin, O. Deaudoux, Emma H. Carroll, Clementine Daleouet, Eva Dilks, Ida A. Kellar, Elsie L. D. Rosenthal, Emma L. G. Thomas, Margaret Sproul, F. Irene Steele, Eloise R. Tremain, Elizabeth Whiting, Amelia C. Wright, Mabel C. Wright, Nettie Wurster, Evaline Young.
 PHILADELPHIA NORMAL SCHOOL, *Philadelphia, Pa.* Erna Grassmuck, Eleanor L. Lungren, Pauline W. Spencer, G. E. Spiegle.
 PHILADELPHIA SCHOOL OF PEDAGOGY, *Philadelphia, Pa.* J. Lynn Barnard.
 PLAINFIELD HIGH SCHOOL, *Plainfield, N. J.* Harold F. Biddle.
 PRINCETON UNIVERSITY, *Princeton, N. J.* John Preston Hoskins, Dana C. Munro, William Starr Myers.
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